

THE COMPASS

JOURNAL OF THE AMERICAN ASSOCIATION OF SOCIAL WORKERS



Social Work Education

NATIONAL COUNCIL ON
SOCIAL WORK EDUCATION
ANNUAL MEETING OF AASSW
1946 STATISTICS ON THE
SCHOOLS

Social Workers: Stand Up And Be Counted

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The Future of Professional Education For Social Work

Education in America is in crisis. The crisis, long in developing, broke upon us suddenly with the end of war and the mass movement back to peace time patterns of living.

On every level of our educational structure, from the grade schools up through our graduate institutions, efforts to deal with the crisis are emerging. The sum total of these efforts may well mark a new era in education in America.

Professional education for social work has not escaped the impact of this larger crisis. The questions raised about present education for social work challenge basic assumptions about the scope of social work, the kinds of training required to do social work jobs, and the methods of providing this training.

This issue of the COMPASS is devoted to problems and developments in social work education. We present first three papers which were prepared for the annual meeting of the American Association of Schools of Social Work on developments in the newly established National Council on Social Work Education. We present next a report on the annual meeting of AASSW, followed by an analysis of the 1946 statistics on social work education. Finally, we present the presidential address which Mr. Youngdahl delivered at the annual dinner of the AASSW.

The Organization, Objectives and Program of the National Council on Social Work Education

By Irene Farnham Conrad

Mrs. Conrad, elected chairman of the National Council on Social Work Education at its meeting in February, is a past president of AASW and played an active part in the launching of the Council, serving as temporary chairman during its formative stages. She is the executive secretary of the Nashville Council of Social Agencies and a lecturer at the Nashville School of Social Work.

THE first annual meeting of the National Council on Social Work Education was held yesterday, five months after the organization of the Council in August, 1946.

The vitality of the young Council is apparent. The organizations naming representatives to the Council have a long history of interest and accomplishment in education for social work. Working together was a new experience but the excellent attendance at the two Council meetings, the participation in organization and planning, and the high caliber of the discussions promise greater accomplishments in less time.

The Council has formulated its purpose and objectives, defined its membership, adopted simple but effective by-laws and is now concentrating on program.

Developments Leading to the Establishment of the Council

The social work profession has had a long history of interest and real concern in education for social work in order to have better equipped social workers who could improve the quality of social work practice.

The serious shortage of qualified social workers to meet the demands created by the expansion of community health and social services during the past ten years has grave implications for the future of social work. There are at least three times as many positions as there are persons qualified by education and experience to fill them. When qualified social workers are not available in the numbers required to meet the demand it is necessary for agencies to employ persons unequipped for the work. The set-backs which occur when qualified personnel cannot be employed seem to be an even greater loss for those agencies which have only recently reorganized and sought to secure such personnel than in those agencies which cannot find replacements for or additions to their qualified personnel.

The social work profession needs to make professional education readily available to a large number of persons now practicing in the field of social work with incomplete or no professional education and who have demonstrated abilities which make them promising candidates. We also need opportunities for professional education for a much larger number of recent college graduates who will be available for beginning positions and for potential advancement.

In the response to present shortages, universities in many states with restrictive residence requirements and low salaries for the public social services have felt pressure to provide undergraduate courses as a direct preparation for social work practice. The American Association of Schools of Social Work, organized in 1919, recognizes that the two year graduate professional curriculum needs a broad pre-professional curriculum in the undergraduate years. The National Association of Schools of Social Administration, organized in 1942, recognizes an undergraduate professional curriculum in social work as well as a plan in certain of the schools for a two year curriculum, one of which is a graduate year.

Realizing that too much overlapping of function might retard the development of the field as a whole, cooperative study was undertaken by the two associations of such problems in education for social work as accrediting, degrees, curricula and advisory services to member institutions.

In January, 1945, the two educational organizations held their annual meetings in Cleveland. A significant step was taken by both organizations when the following resolution was adopted:

In order to carry out the interest in the total process of education for social work expressed in this and in previous meetings, it is hereby resolved that a joint committee be established by the AASSW and the NASSA to consist of six members, three from each of the cooperating groups, to study common problems of education for social work. It is also recommended that this committee undertake first the study of the relationships between undergraduate and graduate education and ways in which service for consultation or accrediting may be provided.

The following representatives of the two associations were appointed to serve on the joint committee: for NASSA—Mr. Ernest B. Harper, chairman, Mrs. Mattie Cal Maxted and Mr. Coyle F. Moore; for the AASSW—Mr. Walter Pettit, chairman, Mr. Arthur Dunham and Miss Anna F. Fenlason. Miss Esther Lucile Brown, of the Russell Sage Foundation, was invited to serve as chairman of the committee.

The joint committee held two meetings during 1945 and prepared a report which was presented at the annual meetings of both organizations in January, 1946.

After review and discussion of the committee's report it was decided that further study of the question was indicated and that it would be desirable to invite representatives from the professional membership organizations to participate in future discussions. This decision led to the creation of an interim committee of the AASSW and the NASSA. The membership of this committee was as follows: Miss Arlien Johnson, AASSW, chairman; Miss Mary Sydney Branch, AASSW, secretary; Miss Mildred Arnold, U. S. Children's

Bureau; Mr. Ernest Harper, NASSA; Miss Jane Hoey, Bureau of Public Assistance of the Social Security Administration; Mr. Howard Russell, American Public Welfare Association; and Miss Sue Spencer, AASSW. The Interim Committee held two meetings during the National Conference of Social Work in May, 1946, in Buffalo. It made three important recommendations. The first was that there should be established a National Council on Social Work Education. The second was that this Council should be composed of representatives from the educational organizations, from the professional membership organizations, and from the public social services, the latter representatives to be designated by the American Public Welfare Association. The third recommendation of the Interim Committee related to the functions for the Council. The four functions outlined by the Interim Committee were:

1. The establishment of a temporary Commission on Education for Social Work, broadly representative of the field of education, practice, and related interests, to make a long-range study of the content and methods of existing undergraduates and graduate education for social work and the extent to which such education prepares and might prepare for the present and emerging needs of the field.
2. The definition of the content of education for social work so that agreement can be reached among educational organizations and so that one accrediting program for social work can be developed with the machinery for carrying it forward.
3. The immediate establishment of machinery for continuous collection of data on personnel needs in social work and the quantity and distribution of educational facilities. Such data would provide the basis for action in stimulating the expansion of our educational facilities.
4. The development of methods of closer cooperation in the activities now carried on by the two educational organizations and other interested groups. The Council would provide the machinery for discussion of common educational problems, such as the study of the standardizing of examinations for transfer of credit between accredited and non-accredited institutions, the development of teaching personnel for schools of social work, the provision of scholarships and fellowships for social work faculty and students, and the increase of financial resources for social work education.

Finally, it was the recommendation of the Interim Committee that after approval of the plan of organization by the American Association of

Schools of Social Work and the National Association of Schools of Social Administration, the American Association of Social Workers be asked to call the first meeting of this Council.

Organization, Purpose and Activities of the Council

The first meeting of the Council was called for August 26 and 27, 1946, in New York City. The meeting was attended by representatives of the American Association of Schools of Social Work; the National Association of Schools of Social Administration; the Association of American Colleges; the Association of American Universities; the Joint Committee on Accrediting of the Association of Land-Grant Colleges and Universities, the National Association of State Universities, the Association of Urban Universities and the Association of American Universities; the five professional membership organizations, namely, the American Association of Social Workers, the American Association of Medical Social Workers, the American Association of Psychiatric Social Workers, the American Association of Group Workers, and the National Association of School Social Workers; and representatives from the public social services which were named by the American Public Welfare Association. At this meeting further attention was given to the structure and program of the Council.

It was decided to invite one representative from the newly organized Association for the Study of Community Organization and two from the National Social Welfare Assembly. An important decision regarding membership of the Council was made when the group decided to invite individuals to serve as members at large. The members at large are to include persons representing the social sciences and other fields related to social work and may include persons from the field of social work who because of their broad interest and knowledge can contribute valuable counsel. Agreement was also reached on the purposes of the council, which are stated in the by-laws as follows:

1. To bring together organizations interested in social work education for discussion of their common problems, to serve as a clearing house, and to provide machinery for co-operative activities related to social work education.
2. To engage in research, including the continuous collection of data on personnel needs and on educational problems, and sponsorship of special studies as the need arises.

Another important decision related to the auspices of the Council. Although it was agreed to request staff service from the AASW, it was decided that the Council would incorporate as a separate organization.

Officers elected at the first annual meeting were: Mrs. Irene Farnham Conrad, chairman; Miss Arlien Johnson, first vice-chairman, and Mr. Ernest Harper, second vice-chairman; Mr. Joseph P. Anderson, secretary; Mr. Nathan Cohen, treasurer; and Miss Helen J. Clarke and Mr. Albert H. Aronson, members of the executive committee.

Study of Social Work Education and Practice

As its first activity the National Council on Social Work Education decided to sponsor a comprehensive study of the objectives, content and nature of social work education as related to the nature and needs of social work practice, actual and potential, in the rapidly changing scene. At the meeting in August, 1946, the chairman was authorized to appoint a study committee to outline the content and method of the study and to take steps to obtain the necessary finances for the study and such other steps as would be necessary to complete the study.

We were fortunate in securing Mr. Kenneth Pray as chairman of the Study Committee and Miss Harriett Bartlett, Miss Jane Hoey, Mr. Ernest Harper and Mr. Don Howard as members of the committee. You will hear about the work of this committee from Mr. Pray.

May I express the appreciation of the National Council to Mr. Pray and the members of the Study Committee for their work on the planning of the study. The American Association of Schools of Social Work very generously replied favorably to our request for the services of Miss Sue Spencer as Secretary of the Study Committee. The National Board of the American Association of Social Workers agreed to provide staff services for the Council. Mr. Joseph P. Anderson has carried the major responsibility and we are extremely appreciative of his services and those of other staff members.

Financing the Council

The by-laws of the Council provide that finances shall be met by such means as shall be determined by the Council. In August the Council voted to adopt an interim budget of \$500 for the five month period before the annual meeting. Organizations naming representatives to the Council were asked to make contributions and to assist in securing contributions from individuals. They were also asked to contribute professional and clerical staff service when possible. We secured the \$500 from organizations and individuals as well as the valuable services mentioned above. We were especially glad to have the encouragement of their quick replies. The budget covered the expense of four meetings of

the Study Committee of approximately \$400, with \$100 for postage and mimeographing.

While it will, we hope, be possible to obtain grants from foundations for special projects it will always be necessary for the Council to raise its own operating budget. We shall again be approaching the organizations which have named representatives and many of you may be approached as individuals.

Program

Although the proposed study could encompass practically all projects, the Council decided that this was impractical and that the Council should set up a few projects which could be undertaken at once. The Council asked for the exploration of means for establishing machinery for the continuous collection of data on personnel needs and

asked the Executive Committee to prepare program suggestions for distribution to and action by the Council.

The Executive Committee believes that with its limited resources the Council can be of service as a clearing center for information and facts directly related to the field of education for social work and not now collected by any other organization. The Council may stimulate small projects by organizations or individuals. The Council may use one of its members to interest a local group in some part of a project.

You will hear more about the program from your representative on the Council. Committee memberships are not limited to Council members and many of you will be asked to work on a project.

Studies of Education in Other Professions

By Sue Spencer

Miss Spencer, who became Executive Secretary of the American Association of Schools of Social Work in October last year, is serving as secretary to the Study Committee of the National Council on Social Work Education. She is well known to our readers as a former member of the national AASW staff. Before coming to AASW Miss Spencer was a member of the case work faculty at Tulane University and was consultant on staff development in the Louisiana Department of Public Welfare.

NOTHING in my experience has given me quite the thrill of walking unexpectedly into the midst of the great studies of professional education made during the past half century and to find there a record of how other professions have successfully dealt with many of the problems which the Study Committee of the National Council on Social Work Education is encountering. These studies represent the united effort of each profession to find and use new and better methods of preparing for professional practice.

My willingness to attempt to summarize the important facts about several of these studies—studies which drew upon the wisdom of hundreds of individuals over a period of years and resulted in the publication of detailed reports—seems foolhardy in the extreme. I can only hope to stimulate you to do your own review of the full reports on these studies and to provide you with an idea as to the variations which are possible in objectives, methods, and resulting recommendations.

Before beginning my own summary I should like to call to your attention Dr. Esther Lucile Brown's excellent pamphlet, published by the

Russell Sage Foundation last fall, on *The Value of Research by Professional Associations in Formulating and Administering Program and Policy*, a considerable portion of which is given over to studies relating to professional education. For exciting reading, also, I recommend Dr. Abraham Flexner's autobiography in which he describes his own part in the revolutionary changes effected in medical education during the first quarter of this century. And for those interested in first-hand study, the published reports on each of the studies provide not only many suggestions for ways of solving some of social work's problems, but also, a feeling of the universality of the struggle of the professions to provide better service through the development of more effective education.

Early Studies — 1900-1925

A number of studies made under the auspices of the Carnegie Foundation for the Advancement of Teaching during the first quarter of this century brought about both immediate and far-reaching effects. The studies made in law, dentistry, medicine and engineering had certain characteristics in common. They were dis-

tinguished by the creative imagination and highly developed research method employed; they were usually carried on by one person, who had not himself been previously actively identified with the profession; and they involved observation and evaluation of the best methods of training currently in use in various parts of the world, as well as consultation with authorities within the profession and persons representing the public for whom the service was being rendered. In comparison with certain later studies, these were relatively inexpensive, the Flexner study of medical education costing only about \$18,000 as contrasted with an expenditure for a group of studies on nursing education of \$283,500 over an eight-year period.

Dr. Abraham Flexner's study of medical education is probably the best known of these early studies. The inquiry required several years and although Dr. Flexner accepted sole responsibility for his recommendations, the nature and scope of his inquiry were such as to assure its acceptance. He travelled extensively, seeking the best methods of training physicians and surgeons, observing in the medical schools, and consulting with medical educators and practitioners. On the basis of the mass of data thus accumulated and with the creative application of educational theory, he presented a series of recommendations for medical education which had far-reaching effects. Typical of such effects was the recognition of the responsibility of the medical schools to carry on research and to employ full-time faculty whose time would be devoted to research. The development of large university medical centers to serve as centers of research and teaching of students was another related development considerably stimulated by the Flexner study. Further, by defining the best methods which had been developed or proposed for training physicians and surgeons, Dr. Flexner's report provided the medical profession and the general public with a guide for measuring the existing educational institutions so that wholly inadequate schools could be closed and others helped to develop excellent programs. Public confidence was increased and philanthropists, when approached by Dr. Flexner and others, placed large sums at the disposal of the medical schools, often with the stipulation that their gifts should be matched by local funds. Thus there arose in this country a number of great medical schools, adequately endowed and equipped.

The major results of the Flexner study of medical education are seen to be the raising of the standard of instruction in the schools, the provision of much more adequate financial resources for equipping and operating the schools, and, indirectly, the closing of poor schools through "starvation" resulting from competition with much better schools.

Engineering

In 1907 the various engineering societies set up a Joint Committee on Engineering Education to examine all branches of education related to engineering and "to formulate a report or reports upon the appropriate scope of engineering education and the degree of cooperation and unity that may be advantageously arranged between the various engineering schools." A distinguished group of engineers was appointed to the committee, but despite earnest efforts by the committee and the expenditure of "a modest sum of money," the committee concluded that "the problem was not one soluble by means of committee deliberations, the gathering of documents and the processes of correspondence, but required a more exacting investigation of the facts than such processes could produce, and the committee finally decided to request the Carnegie Foundation to assume a paternal interest in its inquiry regarding the status and objectives of engineering education." The Foundation joined in support of the undertaking and employed Dr. Charles R. Mann, a physicist of the University of Chicago, as an impartial investigator to make an independent report. Dr. Jackson comments further in his report entitled *Present Status and Trends of Engineering Education in the United States* and published in 1935, that "world conditions were too disturbed for the report to receive the attention it merits," but that "it is received with warmer recognition today than when published twenty years ago."

One of the major results of Dr. Mann's study of engineering was, however, the stimulation of the professional societies to make further and more extensive study of some of the problems brought into focus by Dr. Mann's report. Consequently in 1922, A Board of Investigation and Coordination, composed of five members of the Society for the Promotion of Engineering Education, which corresponds in some ways to our newly organized National Council on Social Work Education, and two members-at-large from higher education was appointed to plan the study, seek funds for carrying it out and advise the staff. The Carnegie Foundation provided \$30,000 in partial payment of the costs of carrying on the study, and additional sums were provided from within the profession. Further, vast amounts of professional time were given voluntarily and clerical service provided in some quantity by the schools.

The objectives of this second study of engineering are stated in the following terms:¹

It is therefore proposed that the investigations of this society be directed toward the study of the objects of

¹ Report of the Investigation of Engineering Education, 1923-29, 1930, p. 10.

engineering education and the fitness of the present-day curriculum for preparing the student for his profession. It will study the process by which the curriculum of fifty years ago has come to its present form; it will seek to set forth the nature of the weakness of the curriculum as at present administered; and it will indicate such modifications or developments as would seem to make for a sound, well-balanced and useful course of study for engineering students.

This study was marked by use of a new technique, the Summer School, in which, for a number of years, groups of faculty and other persons from the engineering profession came together for detailed study, discussion and formulation of new recommendations concerning professional education. Through this method educationists and practitioners were stimulated to think and work together around a given problem with the result that not only were the recommendations more representative of the range of opinion within the profession but by the time the recommendations were finally issued they were well on the way to adoption and general usage.

The following is suggestive of the enormous amount of detail involved in the study. There were 21 designated correspondents, 117 faculty committees, and an advisory council. A number of projects were carried on by the professional societies. Thirteen studies were published as separate bulletins, as rapidly as work on each was completed.

The various projects have been grouped into five principal divisions as follows:

1. Studies relating to personnel, students, graduates, teachers.
2. Studies of curricula and methods of instruction.
3. Studies of supplementary services of the engineering colleges and of the organization of engineering education.
4. Studies of the relationship of engineering education to the professions and to American industry, and compilations of opinions concerning engineering education.
5. Studies of engineering education in Europe.

The results of the study are found not only in published reports and recommendations on an extensive list of problem areas, but also in the processes set in motion by the summer schools. The following comment on the summer schools is of particular interest to the National Council on Social Work Education Study Committee:

Collective effort of this sort seldom rises to a high doctrinal level and seldom reaches the level of special detail. Whatever may be the immediate and tangible results, the stimulus given to appraisal and experimentation within each of the participating groups and the strengthening of both the habit and the agencies of co-operation are in themselves ample justification of the undertaking.

Many examples of this continuing influence might be cited. None, perhaps, better illustrates the continuing results of this collaboration than the Summer School for Engineering Teachers under the direction of the Board of Investigation and Coordination. While their faith in the soundness of their aims and the effectiveness of their general process has been confirmed, our teachers have been led to scrutinize their classroom and laboratory practices critically and to seek the counsel of the other groups in hope of betterment. If left to individual initiative alone, or to occasional conferences and conventions, these forces would soon be spent. Half, perhaps, of the gains sought are in the realm of the individual teacher's preparation and work, and half in the realm of pooled experience and cooperative experiment. . . .

The Summer School is the logical area and continuative agency of the investigations. Surveys may point the path of progress, and conventions inspire men to pursue it, but the ultimate gains must be worked out in the classroom and laboratory and on the level of specific units of instruction. . . .

Thus far the Summer School has been the strong fertilizing influence, and one adaptable to a wide range of personnel and of subjects. Some such cooperative laboratory of methods and materials will be needed for a long period, both as a guide to progress and as a sample of the capacity of engineering teachers for self-direction.²

Nursing

In 1926 a *Committee on the Grading of Nursing Schools* was established and included representatives of the professional associations, of related professions, particularly hospital administrators and public health officials, and the general public. So far as I have been able to learn, this committee was not independently incorporated nor did it serve as a branch of any incorporated organization.

The committee "assumed its function to be the study of ways and means of assuring an ample supply of nursing services, of whatever type and quality are needed for adequate care of the patient at a price within his reach." The program was first planned for completion within a five-year period, which was later extended to eight.

At the initiation of this inquiry, there were hundreds of nursing schools, many of them very weak educationally. In many instances they were carried on in hospitals which were totally inadequate. The committee therefore used a variety of methods in attempting to solve the problem. These were:

1. The collection of data from the nursing schools as to their curriculum, faculty, physical plant, etc.
2. The analysis and evaluation of this data to determine the range of practice and to set guides for self-evaluation by the schools.

² Report of the Investigation of Engineering Education, page 1045.

3. The rating of each school against these guides—on two different occasions (First Grading and Second Grading).

4. An activity analysis of what nurses do and the sorting out of these activities into groups of activities. The committee had looked forward to a review of this activity analysis in formulating curriculum recommendations, but this was not completed.

Two related studies on the economics of nursing were also carried on by the committee, resulting in the publication of *Nurses, Patients and Pocketbooks* and *Nurses—Production, Education, Distribution and Pay*.

The committee reported its estimate of the value of its work as follows:³

The studies of the committee have contributed, we believe, towards the solution of fundamental nursing problems. They have furnished the facts needed for effective discussion. They have brought these facts home to the rank and file of nurses, and to medical and hospital workers. The committee publishes this, its final report, confident that the work it has undertaken will be carried forward.

As already indicated the total cost of the studies by the committee was \$283,500, expended as follows:

Planning Committee Program.	\$ 11,000 (Approx.)
Supply and Demand Study....	72,000
Grading Studies—First	115,000
Second	67,000
Activity Analysis	10,500
Final Report	8,000
	<hr/>
	\$283,500

The money was secured from the following sources:

Nurses Committee for the Financing of the Grading Plan.	\$ 98,892
Mrs. Chester C. Bolton.....	93,000
Rockefeller Foundation.....	30,000
American Nurses Association..	16,500
National Organization for Public Health Nursing.....	11,600
Commonwealth Fund.....	10,000
National League of Nursing Education	10,000
American Medical Association	5,000
American Hospital Association	4,000
American Public Health Association	1,100
Mrs. Helen Hartley Jenkins...	1,000
Other	121
	<hr/>
	\$281,213
Bank Interest.....	2,287
	<hr/>
Total	\$283,500

³ *Nursing Schools Today and Tomorrow*, by the Committee on the Grading of Nursing Schools, page 1734.

Dentistry

Time does not permit any detailed analysis of the studies made in the field of dentistry. The first extensive study of dental education was undertaken by the Carnegie Foundation for the Advancement of Teaching in 1921 and completed in 1926. This was a general report covering (1) dentistry as a health service, (2) organization of dental education in universities, (3) need for curriculum revisions and (4) research and dental education.

In 1930 the Association of Dental Schools appointed a committee authorized to select educational advisors and prepare a plan for presentation to the Carnegie Foundation. Thirty thousand dollars was provided initially and supplemented later by an additional grant of \$10,000. The study was carried on largely under the direction of five deans of dental schools with a non-dentist serving as executive secretary. Subcommittees included 43 faculty members, and 98 faculty members were used as associates and reviewers.

According to their reports, the Curriculum Survey Committee actually succeeded in: (1) obtaining a comprehensive view of the needs of and requirements for oral health service; (2) determining and outlining the subject matter and experience that should be included in the various courses of the dental curriculum; and (3) arranging the courses in a suggested curriculum, outlining the requirements for admission to dental schools, and making appropriate recommendations to the American Association of Dental Schools.

Librarianship

The American Library Association in 1924 created the Board of Education for Librarianship charged with responsibility for improving education. This board visited schools, prepared confidential reports on the schools visited for each school's study and use, and then prepared minimum requirements on four levels, with the idea of the gradual elimination of the lower levels of training. Accreditation on the basis of this plan did much in 1925–26 to close up weak schools. In 1933 the lowest grade was eliminated. No attempt was made to rank the schools comparatively. Later, Dr. W. W. Charters, an authority on teaching methods and curriculum construction, was selected to direct a functional study of library work with the object of constructing curricula for library schools and other training agencies.

Summary

The foregoing summaries of studies in professional education serve only to suggest something of the range of objectives, methodology, relative

tangibility of results and the cost of such studies. The history of the professions through the past forty or fifty years shows a recurrent questioning of the validity and effectiveness of their educational programs—programs which have developed by chance as well as by plan. This questioning tends more and more to be channeled in productive efforts to develop better educational methods

based on adequate research and to unify the profession through cooperative effort in solving problems. Such activities were necessarily interrupted by the war, but it is logical to expect that again, as after World War I, there will be greatly increased impetus to appraisal and re-focusing of education in all the professions to meet new demands.

The Plan for a Study of Social Work Education

By Kenneth L. M. Pray

Mr. Pray is chairman of the Study Committee of the National Council on Social Work Education which is charged with developing a plan of study, obtaining financial support, and supervising the study. He is Dean of the Pennsylvania School of Social Work of the University of Pennsylvania, and is a former Vice-President of the AASW.

FROM what has been said this evening by Mrs. Conrad and Miss Spencer, it must be obvious that in setting forth upon a comprehensive study of social work education the profession of social work and the schools of social work have embarked upon an enterprise which is far from being a holiday excursion. It is a truly momentous adventure, in which the stakes for all of us are enormous. The potential gains are great beyond calculation.

But the risks, too, are by no means negligible. We are literally taking our lives in our hands. We are throwing open to question, and subjecting to critical re-evaluation, all that we have built by patient, laborious work over a whole generation. It is certainly a sign of genuine professional maturity, of real faith and courage and vision, when the profession of social work is willing to turn the searchlight of utterly impartial inquiry upon the very foundations of its professionalism—not in blind response to outer necessity, but deliberately, out of a deep sense of responsibility to each other, to those whom we aim to serve, and to the communities whose vital interests and resources are at stake in that service.

The Pace of the Study

If there was any doubt in the minds of any of the members of the Study Committee as to the profound importance and vast complexity of the proposed study, that doubt has long since been dispelled. The Committee began, I think it is fair to say, with the assumption that speed was of the essence of the value of this undertaking. Many factors in the current scene pointed to the need for prompt and decisive action: the pressure of demand for competent social workers, a pressure that gives no sign of early abatement; the rising interest of colleges and universities the country over in meeting this demand; the mounting anxiety within the profession over unsolved

problems and unresolved differences concerning the objectives, the content, and the method of preparation for even long-established forms of service; and, finally, the rapid emergence and development of new services and combinations of service outside the accepted circle of social work practice, but involving at least some use of the special knowledge and skills commonly attributed to trained social workers.

The Committee set about its task with all these needs clearly in mind, and with the hope that before this day it could report the successful financing of the study, the recruitment of staff, and even the actual beginnings of the operation itself. With regret, but also with increasing confidence in the validity of its own judgment, the Committee has concluded that care and caution, with solid agreement and conviction at every step, take clear precedence over haste in the organization and conduct of this project.

The Mode of Procedure

It is my privilege and duty to report to you a brief outline of the scope, form and method of the study as now projected by the Committee. It is our hope that within the next few weeks, or months, these plans can be put into operation. At the same time I would like to relate these plans to some of the central problems of this study as they have come to view in the planning process.

Analysis of Practice. The first problem encountered by the Committee in planning the study revolved about the relation of education to practice. Was the study to proceed upon the assumption that there was already sufficient agreement on the kind of equipment needed by social workers for successful practice so that the study should aim at discovering the best means by which this equipment could be acquired through education? Or would it be necessary—and feasible—for the study to re-examine the needs of practice and to

re-analyze and re-evaluate the knowledge, skills, attitudes and disciplines required in practitioners?

It seemed clear to the Committee, after examining the realities of the situation, that the demands of practice were not yet so completely formulated and accepted as to warrant limiting the study to strictly educational problems. It seemed, rather, that if the real purpose of the study were to be realized, it would be necessary to make a fresh, objective analysis of actual and potential requirements of practice and from this basis to study the educational content and method suitable to the fulfillment of those requirements. The study will include, then, a concurrent inquiry into both practice and education—practice, of course, being studied always with specific reference to its implications for education.

That decision, however, raised another troublesome problem. If social work practice were to be studied, including not only existing practice but emerging and potential areas of practice, by what criteria would the nature and scope of social work practice, as such, be identified? In other words, we had to face frankly the vital question—What is social work?—for the purposes of this study. With equal frankness and humility, we decided not to try to answer that question now. We agreed, rather, to endeavor to set up a method and plan of study which, in the end, might bring us closer to such a definition, and yet which would impose no arbitrary boundaries and would supply the outlines of a manageable study job.

That method and plan focuses attention first upon needs and services whose inclusion within the province of professional social work is most generally acknowledged. These would be services conducted by recognized social work agencies or by distinct social work units in other agencies such as hospitals, schools, and courts. Out of such studies of the actual operations of characteristic social work services, the Committee hopes to discover: (1) common elements of philosophy, attitude, knowledge and skill which occur in the different settings of social work practice, and the integral discipline embodying them all; and (2) the differentiating factors which set aside certain areas of practice as fields of specialization. Against this background the Committee plans to measure the demands of emerging services which seem, in part or whole, to involve some of the same processes and to require something of the same equipment as the more firmly established and clearly defined services of social work. By this process of beginning at the center and working outward, the Committee hopes to clarify and conserve existing concepts, while at the same time leaving the way open for the introduction of new concepts of social work, not only in definitions and developments at the periphery, but also at the core of professional practice, and so of professional education.

It goes without saying, I suppose, that in this examination of practice to determine the kinds of equipment needed by social workers, attention will be given to all the basic areas of service—work with individuals, work with groups, work with whole communities. The study will seek to identify those factors which are common among these areas of service, and those factors which are different. It will also analyze the likenesses and the variations which occur in practice under governmental and under voluntary auspices. The study will be concerned with the operations and requirements of service at every level of responsibility, beginning at the point where service directly reaches applicant and recipient, and extending upward and outward to the supervisory, administrative, research and consultative functions.

It is important, perhaps, to reiterate at this point that while this is a two-pronged study—with concern for both practice and education—the focus always remains on education. The aim of the study of practice is to answer the vital questions: What do social workers need to know? What must they be able to do to perform their duties and to function adequately as professional persons? The inquiry as to the needs of practice will converge with the concurrent inquiry into problems and processes of professional education to lay the groundwork for conclusions and proposals regarding education for professional social work.

Analysis of Education. The inquiry into educational problems and processes faces the same kinds of difficulties as those encountered in the study of the needs of practice. We have to take into account not merely present objectives, facilities, and practices, but a whole array of emerging and expanding efforts to meet the demands of a new day. It is enough, here, merely to enumerate a few of the specific problems to which the inquiry must be directed:

What is the relation of instruction in the liberal arts and sciences, especially the social sciences, to the process and product of professional education? What are the scientific bases of professional social work? Are these basic scientific concepts as identifiable and applicable as are those of other comparable professions? Are the materials and findings of the sciences on which social work is based strictly and wholly pre-professional—that is, are they pre-requisites for admission to professional studies—or can they and should they be interwoven with the more technical professional curriculum?

At what point and to what degree should study of the specific scientific bases of social work supplement or replace more general elements of a broad liberal education? Where, in other words, should strictly pre-professional studies begin, and what are the criteria of acceptable and profitable pre-professional sequences?

What is the relation of field practice, as an educational experience, to the outcomes of reading, class study and discussion? This question can be put another way: What is the relation of knowledge to attitude and skill, and how are they combined in the development of professional discipline? What are the essential contributions of field practice and class study to this integrative process?

Where and when should field practice, as an educational experience, begin—at what level in the educational regime? What are the essential conditions governing its use, its management, its quality and quantity, and, especially, its integration with the total educational program of students?

How do the answers to these questions relate to different levels or types of professional responsibility, and to different areas of specialization in practice? Is it possible, for instance, to relate educational requirements to definable gradations of professional responsibility? Or do all the tasks of social work, involving relations with and service to human beings, draw equally, but in different ways, upon an educational content and discipline which require substantially the same length and nature of training?

Where does specialization in particular areas of practice necessarily or properly begin? Where does specialization through systematic education end? What do the needs of specialization imply in terms of the total basic curriculum? That is to say, to what extent shall the demands of later specialization be deemed to necessitate extension or modification of the programs of all students? To what extent, and in what areas, shall the content deemed necessary to ultimate and intensive specialization be deferred to periods of study following completion of the normal professional program, or be accepted as the responsibility of the operating agencies themselves, through in-service training or otherwise?

Obviously, such questions can be multiplied almost indefinitely, in number and complexity. The important consideration is that we shall search for the answers with a comprehensive regard for the outcomes of present and past experience in our own field, for the experience of other professions and professional educators, and for the outcomes of thorough studies of present performance in practice.

Methods of Study

The Committee is convinced that several modes of study are essential in this quest for sound principles and conclusions. The first involves the usual process of the examination and analysis of professional literature and the findings of prior investigations, for it is clear that, however much we hope to apply fresh study and thinking to these problems, we do not start with a blank

page. We have available the results of previous experience and systematic analysis which will be valuable and important in the definition of basic concepts and hypotheses. A second mode of study is the observation and analysis of agency programs and professional operations by qualified and disinterested inquirers. A third is a systematic canvass of opinion and judgment of social work practitioners and teachers upon points of special significance. A fourth is a succession of formal and informal conferences with representative groups of social workers, social work educators, members of other professions, and, finally, informed citizens interested in social problems and social services and responsible for their support and management. Some of these conferences may even take the form of institutes or work shops. This last approach may prove to be of decisive importance, not only in the discovery, interpretation, and testing of facts and concepts, but also in the cultivation of the ground for ultimate acceptance and use of the findings.

With respect to the clarification of educational problems, objectives and processes, still another method will be invoked. It will be the aim of the study to discover significant differences of programs and methods now developing within the field of social work education, and to set up systematic measures for recording and measuring the outcomes of these experiments with reference to their objectives. Furthermore, the study itself will undertake to initiate and sustain further experiments, in collaboration with educational institutions, in the ordering, the organization, and the conduct of specific elements of the educational program. Such experiments might be concerned with the timing, organization and evaluation of field work, and its integration with the total program; or, perhaps, the timing, content and method of specialization, in relation to basic educational content and experience; or, again, the specific values of more or less systematic study of social sciences in relation to professional development, and the timing of such studies.

It is obvious that the project we have in hand cannot be hurried and cannot be brought anywhere near to consummation in a matter of a few months. It seems to us that certainly two years of intensive work—probably considerably more—will be required to produce results that will have permanent value. And such a product depends primarily upon the quality of staff leadership that can be enlisted from the beginning. That staff must include persons of the highest possible caliber, both in demonstrated skill in workmanship, and in capacity for creative, imaginative and productive leadership. The staff should be representative of at least three more or less separable but related technical disciplines: social research in its broadest sense, education in its broadest sense, and social work in its broadest sense. Whether separately or, hopefully, in combination, all must

be used to the fullest in this comprehensive and complicated undertaking.

The staff must be under the direction of a single leader whose outlook, experience and habit of mind develops sensitivity to and appreciation of the uniqueness of social work, as well as its potential development in relation to the wide social scene in which it operates. That leader must also be able to select, assemble and lead a qualified staff of varied skills and interests. He must command the confidence and respect of those whose collaboration all along the line is essential for the ultimate success and usefulness of the study. That is a big order. We know it. But we believe such leadership is available, and we are determined to find and use it.

Conclusion

In concluding this brief statement, I am inclined to add a word of caution, and, perhaps, of reassurance. Despite our growing conviction as to the profound importance of this project, and our confidence in the genuine validity of the plans on which it is being projected, we have no illusions about the finality or conclusiveness of its results, on the immediacy of their effects upon the whole broad sweep of professional education for

social work. We are conscious, in the first place, of the enormous complexity of the structure of social work education, the vital interdependence of those essential elements upon which progress and change in the educational process depend. In the second place, we are aware that change itself is a matter of growth; it cannot be summoned and realized, even on the most rational of bases, overnight.

Furthermore, and here, perhaps, enters the reassurance, we are not seeking, and we do not expect to find in our time the one perfect pattern of social work education, if there ever is or can be one such pattern. We believe in the creative value of honest, thoughtful difference—in education, as in individual life—which is willing to test itself and to be tested in terms of its product. We do believe that in the process of this study itself, as it has been conceived, each of us individually will be stimulated and helped to examine his own job more discriminatingly, in the light of a wider experience; to view it more broadly and more deeply, not only in relation to present problems and needs, but also in the light of its opportunities and possibilities; and, finally, to move forward further and faster toward considerably chosen goals.

An Appeal to Support the International Conference of Social Work

We assume you are really interested in strengthening international cooperation and we believe a strong private cooperative effort in the social work field will further the success of the various governmental social welfare activities through the United Nations organizations. Because of the devastating effects of the war, the International Conference of Social Work must be reorganized. The Conference will give the social workers of the several countries an opportunity for meeting their collective responsibility. All countries can learn from each other, and a united social work voice will be helpful to the total cause of human endeavor. We, therefore, appeal to you for a generous contribution to aid in the reestablishment of the International Conference of Social Work.

At a preliminary meeting this past summer in Brussels, Dr. Rene Sand was continued as President and Howard R. Knight was selected as Secretary-General. A preparatory meeting will be held at The Hague in 1947 and the first full dress sessions of the International Conference will be held in the U.S.A. in 1948. Ten U.S.A. delegates will attend the 1947 Hague meeting at their own expense. At that meeting membership and a permanent plan of organization and operation will be developed. For costly reorganization expenses—clerical, travel, communications, printed material (no administrative salaries), the U.S.A. is asked to raise \$7500 by contributions. This is a small sum compared to the influence accorded our country in this effort.

America was not touched by the war to the extent that other countries were affected. Our leading social work personnel has been protected—many European social workers were killed, imprisoned or removed from employment. This is your opportunity to assist in international cooperation.

Frank J. Bruno

Leonard W. Mayo

Grace Coyle

Kurt Peiser

Loa Howard

Howard Russell

Howard R. Knight

Elizabeth Wisner

Rev. Lucian Lauerman

Benjamin Youngdahl

Signed:

CHARLES C. ALSPACH, *Chairman*, Committee on Memberships and Contributions, U. S. Committee on International Conference of Social Work.

FRED K. HOEHLER, *Chairman*, U. S. Committee on International Conference of Social Work.

ARLIEN JOHNSON, *President*, National Conference of Social Work.

MAURICE J. KARPFF, *Vice-President*, International Conference of Social Work.

AASSW Meets, Plans Expanded Program

THE twenty-eighth annual meeting of the American Association of Schools of Social Work, held in Chicago at the end of January, was marked by a realistic consideration of social work's responsibilities and a renewal of determination to use the resources of the schools more effectively in providing better education for larger numbers of people. Participants in the AASSW annual meeting included 175 members of faculties of professional schools, and 55 representatives of professional associations and agencies.

The annual meeting was officially opened on Thursday evening with a program devoted to the subject: What Can a Comprehensive Study of Social Work Education Mean to the Profession? Irene Farnham Conrad, Sue Spencer, and Donald Howard (substituting for Kenneth L. M. Pray), presented papers, the first two of which are printed in this issue of the COMPASS. The paper prepared by Mr. Pray, which he was unable to deliver, is also printed. In addition to those regularly in attendance at the conference, many Chicago social workers participated in this session and the reception which followed.

Three concurrent sessions on Friday morning provided opportunity for consideration of the following subjects:

1. The Responsibility of the Association for the Expansion of Facilities and Resources for Training Social Workers.

At this meeting specific suggestions were developed for increasing the supply of teachers, for increasing agency-school cooperation in expanding field work facilities, and for meeting the Association's responsibility in assisting in the development of new schools. Block field work plans in operation in several of the schools were discussed as a further means of expanding facilities.

2. Mobilizing Present Resources for Progress in Professional Education.

The responsibility of the Association for regular comprehensive review of member schools as a method of strengthening professional education was discussed and definite recommendations for the method and content of such review were formulated. The importance of self-evaluation by the schools was stressed, and suggestions for more effective consultation by the national staff were outlined.

3. The Association's Future Program and Methods of Financing It.

Proposals which had been developed by the Board of Directors covering the scope and content of the Association's program and previously

circulated among the member schools were discussed. It was agreed that the AASSW had accepted responsibility for leadership in mobilizing resources for strengthening and expanding social work education—a task much larger than that of accrediting and providing opportunities for exchange of experience and thinking among those engaged in professional education. It was pointed out that the Association's present annual income of \$11,000 (\$5800 from dues from member schools and \$5000 from the Russell Sage Foundation) was totally inadequate to carry on the program for which the Association is responsible. A conservative budget estimate showed a need for between \$35,000 and \$40,000.

It was agreed that all professional social workers have a responsibility for supporting the development of social work education. Further, that in the light of the great pressures on the schools of social work and the need for constructive leadership, the Association's program may have a just claim upon foundations and individual contributors outside the profession.

Recommendations drafted at this meeting, therefore, included: (1) doubling the present dues of member schools, although the dues are already considered high for universities and colleges, as compared with similar organizations; (2) providing opportunity for professional social workers to participate in the program through a direct appropriation to the Association by the American Association of Social Workers; (3) seeking additional funds from foundations and contributors for the regular program of the Association.

At the business meeting following these three sessions, the recommendations from each were presented. The Association, after considerable discussion, by an overwhelming majority, passed a resolution to recommend doubling the dues of member schools, effective July 1, 1947, to ask the American Association of Social Workers to appropriate \$2,000 toward the 1947 AASSW budget, and to seek the help of foundations and individual contributors.

Officers and members of the Board for the coming year are:

President	Benjamin Youngdahl
Vice-President	Arthur Dunham
Secretary	Lora Lee Pederson
Treasurer	John Cronin
Directors	Dorothy Book
	Grace Browning
	Harry Cassidy
	Nathan Cohen
	Arthur Fink
	Ruth Smalley
Retiring President	Anna E. King

The Schools Report: Statistics on Social Work Education

By David G. French

THE annual statistics of the schools of social work are of interest from two points of view: the prospect they indicate for relief from the acute shortage of personnel in the field; and the implications of the data for the administration and planning of social work education.

The Output of the Schools and the Needs of the Field

Detailed statistics are not needed to inform us that the current demand for personnel in social work far exceeds the output of the schools. Agency administrators trying to maintain a full complement of workers, and school deans trying to respond helpfully to appeals for workers have had this fact borne in on them almost daily in recent years.

Number of Graduates and Demand for Workers

The number of students enrolled and the number graduating from schools of social work has increased steadily over the past ten years, with a slight set back during the war years; as the chart on the following page shows. During the same period, however, the demand for social workers has increased, not steadily, but by leaps and bounds, leaving the schools further and further behind each year in their struggle to equalize the supply of with the demand for social workers with graduate education.

The chart shows the number of full time students enrolled as of November 1st and the number of students graduated in each academic year since 1932-33. The record for the current year is gratifying: 3,695 full time students enrolled on November 1, 1946 in the forty-seven schools accredited by the American Association of Schools of Social Work;¹ 1,354 students receiving degrees, certificates or diplomas during the academic year 1945-46. Both of these figures represent all-time highs. They also represent jumps of 33 per cent and 26 per cent respectively over the preceding year.

Meanwhile, however, the familiar pattern of new demand for trained workers far exceeding the supply coming from the schools has cancelled out the apparent gains made. To take the most

striking example, about two-thirds of the graduates of the past academic year would be required to fill the new positions which one agency, the Veterans Administration, has established over the past eighteen months. In May, 1945, the Veterans Administration was employing 90 social workers. By January, 1947, there were over 900 on the payroll, and by July, 1948, Mr. Jack Stipe, Director of Social Services in the Veterans Administration, estimates that over 2,400 social workers will be employed. Less spectacular, but in the aggregate larger, increases in number of positions have occurred in the family, children's, psychiatric, medical, and other agencies where urgent needs and increased funds have brought about expanded services.

It must be remembered, furthermore, that the demand for graduates of schools of social work comes not alone from newly established positions. It comes also from the raised standards which agencies have put into effect for already established positions. The extent of this kind of demand for trained workers is limited primarily by the practicality of setting up standards which only a very limited number of people on the labor market are able to meet.

Students Receiving Partial Training

In comparing the output of the schools with the demand for workers, it is necessary, of course, to consider not only the graduates but also students who take part of their graduate work and then accept positions.

There are a considerable number of students who complete two years of work but do not receive a degree because of failure to write a thesis. During the academic year 1945-46, 475 students completed all the requirements for a degree except for the thesis and/or the comprehensive examination.² Some of these students will go on to complete their thesis and some will not. Unfortunately, statistics are not available to tell us what proportion of students founder at this point in their academic work.

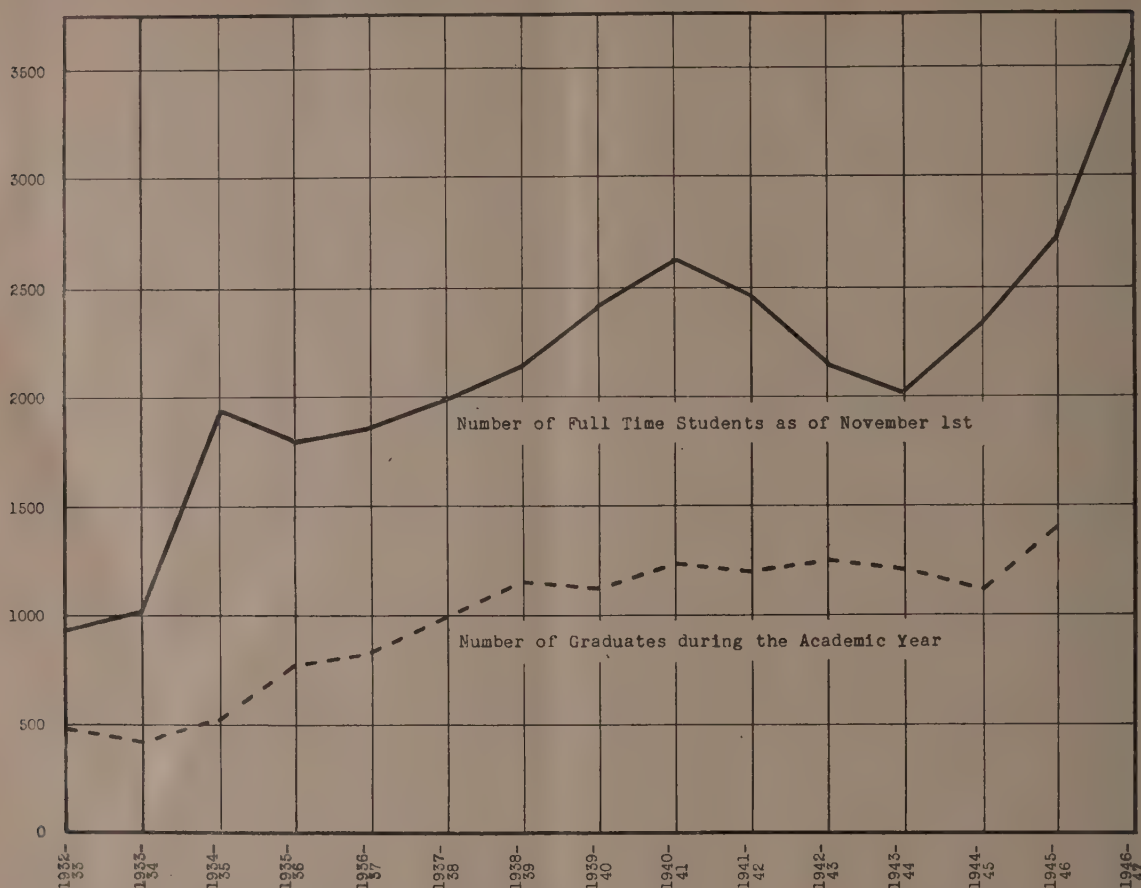
Some notion of the total number of students receiving some full time graduate education in social work can be had from looking at the unduplicated count of the number of full time

¹ The figures on students in schools which are members of the National Association of Schools of Social Administration are not included in this discussion.

² This figure would be slightly larger if Chicago, which did not report on this item, were included.

Number of Full Time Students and Graduates of Schools of Social Work, 1932-1946

Number of
Students



Source: Annual Reports on Students in Schools of Social Work, published by the AASSW.

students enrolled during the academic year. During 1945-46, there were 4,387 such students. Of these, only 1,354 received degrees, leaving 3,033 who had graduate work but who did not receive degrees. A good many of these were first year students and a considerable portion, perhaps half, will go on to complete their degree work. The remainder, perhaps 1,500 or more students, will enter social work positions without completing work for a degree.

These latter students—those entering positions without completing work for the degree—are an important part of the total output of the schools and it would be helpful to know more accurately how many such students there are and how much of their work is completed before leaving school. A few schools are granting certificates or bachelor degrees to students completing the first year of graduate education. No figures on such students for all schools are available at present, however.

Need for Students with Specialization

While measuring the supply of trained social workers coming on the labor market with demand, both existing and potential, another kind of shortage should be pointed to, and this is the shortage of workers who have specialized training for specific kinds of social work positions. The shortages in the medical and psychiatric social work fields are perhaps most generally recognized because of the demands of war-connected agencies for workers in these fields. Shortages in the family and child welfare fields have been chronic for many years. Just as acute shortages exist, however, in the areas of administration and research, areas in which only a few schools of social work are offering training on an advanced level. Only three doctorate degrees, for instance, were granted last year from all the schools. The result is that administrative and research positions in large social welfare agencies are being filled frequently by people whose advanced graduate

work has not been in schools of social work, but in schools of law, economics, public administration, or some other field.

Geographic Distribution of Students

A third kind of personnel shortage to which the school statistics offer some clues is the shortage resulting from uneven geographical distribution of trained workers. The accompanying map compares the permanent residence of full time students enrolled during the academic year, 1945-46, with the population of the country, divided into thirteen regions.

The New England and the Middle Atlantic regions have proportionately more full time students enrolled in schools of social work than have other parts of the country. These two regions have approximately 26 per cent of the population of the United States, and 35 per cent of the full time students enrolled in schools of social work.

Those parts of the country which have proportionately fewer full time students enrolled in schools of social work are the Lower South Atlantic, the East South Central, and the West

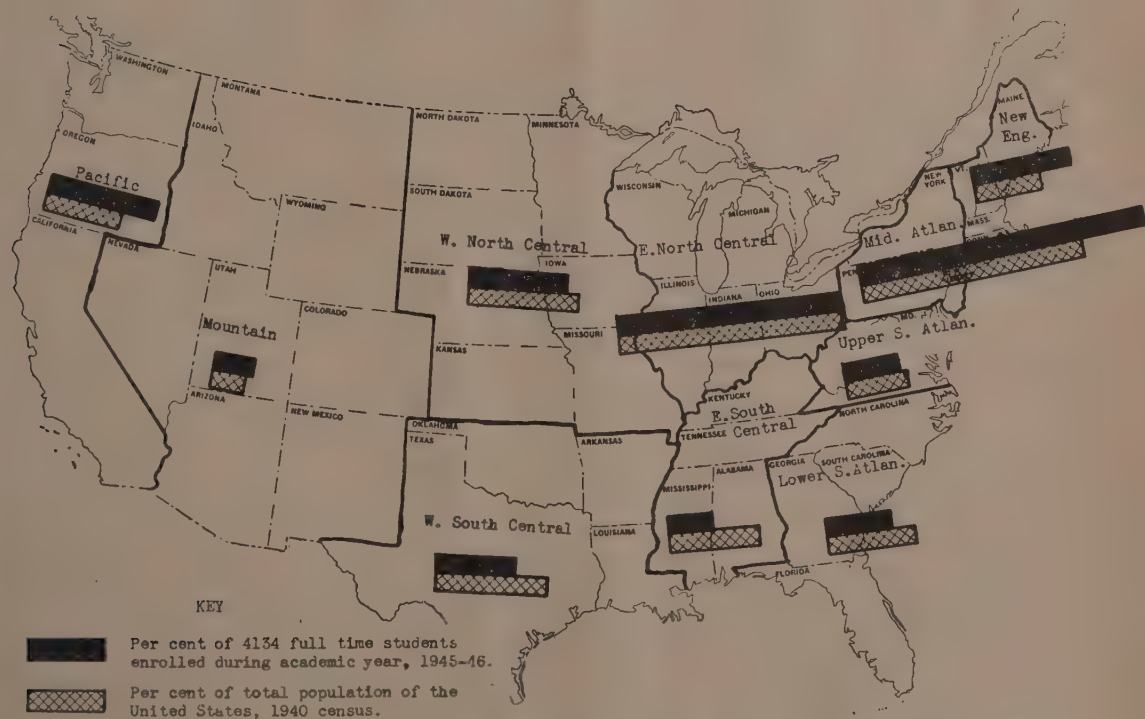
South Central regions. These regions have 21 per cent of the population of the United States, and only 14 per cent of the full time students in schools of social work.

The proportions of population and full time enrolled students are fairly even in the other regions of the country, as the accompanying map shows.

As we look, then, at the number of students receiving social work education in comparison with the demand in the field for trained workers, certain facts stand out:

(1) While there are no accurate data on the number of social work positions needing workers with graduate education today, it is clear that new positions have been established in recent years more rapidly than workers have been trained to fill them. The recruitment program of one agency, the Veterans Administration, illustrates this fact. Furthermore, the raising of educational requirements in existing positions, and the need to replace trained workers who retire from active practice, places an additional demand on the limited supply of students receiving training in the schools.

Comparison of the Distribution of Social Work Students and the General Population of the U. S.



Source: U. S. Census, 1940, and annual statistics of the member schools of the AASSW.

(2) The large proportionate increases in enrolled students and in graduates, 33 per cent and 26 per cent respectively, are not sufficient in absolute numbers to promise much relief from the present situation. The 167 additional students who were graduated in 1945-46 will not go far towards meeting the demands of the public and private agencies in forty-eight states for a more adequate supply of trained social workers than has been available in the past.

(3) There are a large number of students who are taking a part of their graduate education and then entering positions. More accurate data are needed on the size of this group, but it appears to be considerably larger than the number of students who are receiving degrees.

(4) In addition to the general shortage of social workers with graduate education, particularly acute shortages exist in certain fields of specialization, including research and administration.

(5) There is an uneven geographic distribution of students enrolled in schools of social work, with the South having less than its proportionate share of students.

With this brief review of the output of the schools in relation to the demands of the field, we turn now to the more detailed figures concerning students enrolled in and graduating from schools of social work.

Statistical Data on Students and Graduates

Full Time Students

There were 3,695 full time students specializing in social work enrolled in the 47 schools on November 1, 1946, of whom 28 per cent were men and 72 per cent were women. Approximately 50 per cent of the students were entering a school of social work for the first time as full time students.

About 79 per cent of the full time students (2,912) were enrolled in field work on November 1, 1946. This represents an increase of about 15 per cent in the number of full time students in field work over the preceding year. However, it will be recalled that the total number of full time students increased 33 per cent from 1945 to 1946. It has not been possible, apparently, to expand field work placements as rapidly as full time student enrollment has been expanded.

The number of full time students receiving fellowships on November 1, 1946, was 1,390, a slight decrease from the preceding year. This slight decrease was more than compensated for, however, by Veterans Administration educational benefits, as is pointed out later in this article.

Part Time and Other Students

A great deal of graduate education for social work is taken on a part time basis. On Novem-

ber 1, 1946, there were 2,439 part time students in the graduate curriculum, two-thirds as many as there were full time students. Probably most of these were taking only one course, but some may have been taking up to two-thirds of the regular student program. About 27 per cent, or 660, of these part time students had formerly been enrolled full time in a school of social work as degree candidates. Many of these 660 were probably in the process of completing their work for the degree on a part time basis.

In addition to the part time students admitted to candidacy for the degree, there were 772 students from other departments of universities taking social work courses, 621 students in extension courses, and 193 students in special courses. Twelve of the 47 schools offered extension courses in 1945-46, and 4 offered special courses, that is, institutes and other non-credit courses for students who were not candidates for academic degrees.

Preprofessional Enrollment

Statistics on undergraduate enrollment in the preprofessional social work curriculum are gathered only from those colleges and universities where the preprofessional curriculum is under the supervision of the graduate school of social work. Seventeen schools reported a total of 1,583 students registered in the preprofessional curriculum as of November 1, 1946. Many more students were registered in undergraduate social work curricula in other colleges and universities, but no figures on these students are available. The reported preprofessional enrollment is up 12 per cent over last year.

The Graduates

The number of students graduated from accredited schools of social work, we noted before, is up 26 per cent over the preceding academic year. A considerable portion of this increase is accounted for by students receiving degrees or certificates for the completion of one year programs. There were 274 such students reported for the academic year 1945-46, as compared with 205 the preceding year, an increase of 34 per cent.

There were 1,077 graduates of the two year curriculum during the academic year 1945-46, an increase of 18 per cent over the 910 graduates in 1944-45. Of these graduates, 149, or 14 per cent, were men, and 928, or 86 per cent, were women.

Incomplete figures on the field of specialization of these students are available. Seven of the schools, which accounted for 47 per cent of the graduates, did not report field of specialization. Since many of these are large schools, offering specialization in several fields, the figures are considerably biased by their omission. The in-

complete figures show the following distribution of graduates among the various fields:

Child welfare.....	24 per cent
Psychiatric casework.....	21 "
Medical casework.....	17 "
Family welfare.....	16 "
Group work.....	10 "
Public assistance.....	4 "
Community organization...	3 "
Other fields.....	5 "
	<hr/> 100 "

One other set of figures on the graduates of the schools is interesting: the number of graduates in comparison with the number of full time enrolled students. The ratio of full time enrolled students to graduates for all the schools is about 4 to 1; or to put it a different way, about 25 per cent of the students who were enrolled full time during the academic year were graduated during 1945-46.

The ratio varied enormously between schools, however. A few schools graduated from 40 to 50 per cent of their full time enrolled students, while many graduated only from 10 to 20 per cent. These latter schools, although offering a two year graduate curriculum, appear to be actually operating to a considerable extent as one year schools. Again we see the desirability of providing more accurate data regarding students who complete one year of graduate social work education and then enter positions.

Students Taking Advanced Work

The only complete data which are available on students taking work beyond the two year graduate curriculum are the figures on number of doctorate degrees awarded. Three degrees were awarded during 1945-46, one from Bryn Mawr, one from Chicago, and one from Catholic University in Washington, D. C. No provision is made at present for the schools to report students enrolled for advanced work, but a few schools reported such students in footnotes and included them among the full and part time students. With more attention being given to advanced degree programs by the schools, it is to be hoped that data on students enrolled, as well as students receiving advanced degrees, will be available in the future.

Enrollment of Veterans

The number of veterans enrolled as full time students on November 1, 1946, was 1,054, and the number as part time students was 319, making a total of 1,373. On November 1, 1945, there were only 130 full time and 39 part time veteran students reported.³

The increase in full time student enrollment between November 1, 1945 and November 1,

1946, can be accounted for almost entirely by the large number of veterans enrolling in 1946.

This high proportion of veteran students in the student bodies—29 per cent—is significant for at least two reasons. In the first place, we see the boom in enrollment figures in schools of social work as largely the result of an accumulated back-log of students who were unable to take graduate work because of entering military service. Once these students have completed their work it is reasonable to expect a decline in student enrollment, other things remaining equal. The anticipated decline will be modified by the entrance into graduate schools of veteran students who are now taking undergraduate work and who will still have educational benefits coming to them under the G. I. Bill of Rights. The general conclusion still remains, however, that unless students are recruited for graduate social work education in the future much more extensively than has been true in the past, the high enrollment figures brought about by the heavy enrollment of veterans will decline once the veteran students have completed their courses. The resulting decline in student fees may confront schools which have expanded to meet the current demand with a serious financial problem.

The second reason why the veteran enrollment figures are significant, is that they indicate how substantial financial aid to students results in increased enrollment. It is safe to assume that all veteran students are taking advantage of the financial assistance available to them under the G. I. Bill of Rights.

If this aid is considered fellowship aid, which in effect it is, we find that the Veterans Administration benefits represent more than a doubling of fellowship aid to social work students in terms of amount of money paid out, and slightly less than a doubling of fellowship aid in terms of number of students assisted. A total of 2,444 full time students were receiving fellowship grants on November 1, 1946, compared with 1,433 the preceding year, and the increase is accounted for entirely by students receiving Veterans Administration educational benefits.

It is clear that if student enrollment in schools of social work is not only to be maintained, but increased to meet the demands of the field, it will be important in the future to provide financial assistance to a large number of students similar in kind, if not in amount, to the assistance now being granted through the Veterans Administration.

Distribution of Students Among Schools

We find that 54 per cent of the full time students enrolled on November 1, 1946, were in 10 of the 39 schools which offer a two-year curriculum.

³ Eight schools did not report students by veteran status in 1945.

Two schools, New York and Chicago, accounted for 20 per cent of all the full time students enrolled in two-year schools. Three schools reported fewer than 18 full time students, while the largest school, New York, reported 386 full time students. The table below lists the ten schools with the largest enrollment of full time students.

	Full Time Students
New York	386
Chicago	323
Atlanta	219
Western Reserve	170
Pennsylvania	165
Smith	137
Pittsburgh	127
Boston University	119
Tulane	115
Toronto	105

Conclusion

The statistics from the schools of social work, like most statistics, supply us with very few answers. Their value is that they point to some of the problems which need further study. One of the most hopeful elements in the present situation is the promise of further study through the research program of the National Council on Social Work Education.

It is clear that at present there is little correspondence between the output of the schools and the needs of the field, taking into account both existing and potential demands. A necessary preliminary step in correcting this situation will be to obtain accurate, nation-wide data on the extent of the need for social workers, and not only on the *extent* of need, but the *kind* of need. Social work has long since ceased to be a single occupation; it is an industry with many occupations requiring different skills and training.

The primary difficulty in obtaining immediate expansion of education facilities seems to be in obtaining additional field work placements for large numbers of students. Supervised field work experience is perhaps the most vital and distinctive aspect of professional social work education today. But if the present system of field instruction cannot be expanded to meet the needs of the field for trained workers, then the system must be modified until it can. Several schools which have not formerly attempted block field work placements are now experimenting with this system. Other experiments have been suggested, including group instead of individual supervision of students. There is no time to be lost in devising a means of overcoming this serious bottleneck in present methods of professional training for social work.

The problem of financing the education of an increased number of social workers is one which is felt now, but which will be felt even more acutely once the registration of Veterans Admin-

istration students begins to decline. Social work education at present is extremely costly, both to the students and to the educational institutions. It may be necessary to consider again the possibility of giving formal recognition to one year of graduate education as sufficient training for certain types of positions. Already many schools are training more students for one year than they are students for two years. And when it is considered that a high proportion of social work students are women who marry and leave active practice after a few years, the economy of seeking to provide two years of graduate education as the standard for every one is open to question. On the other hand, the inadequacy of even two years of graduate work to prepare students for some fields of social work practice has been recognized for some time.

Cutting down the time required for social work education is only one way, and perhaps not a feasible way, of meeting the problem of the high cost of social work education. It seems probable that the agencies seeking trained social workers may have to assume more responsibility for making training possible through fellowships, educational leave with pay, etc.

Ultimately, the answer will depend on the solution to the wider problem of how the country can meet the costs of providing higher education for its young people. The current educational program of the Veterans Administration offers one clue to the solution of this problem.

Lest observations on the problems pointed up by the school statistics obscure the definite gains made during the past year, it is appropriate to state again what was said at the beginning of this article: In the past year the schools of social work have reached all-time highs, both in number of students and number of graduates. What is more encouraging, they are not resting on this achievement. Through the American Association of Schools of Social Work, and through the National Council on Social Work Education, they are seeking the means by which the gains made may be solidified and extended.

CORPORATION MEETING

The National Board herewith gives notice to all members of the American Association of Social Workers that the annual meeting of members will be held at 3 p.m. on May 23, 1947, at the offices of the corporation, 130 East 22 Street, New York City. The business of the meeting will consist of the election of officers, Board members, and Nominating Committee members in accordance with ballots cast by the membership by mail. Members unable to be present will be represented by their proxies.

Social Workers: Stand Up and Be Counted

By Benjamin Youngdahl

Mr. Youngdahl, recently elected President of the American Association of Schools of Social Work, delivered the following address at the annual dinner of the Association in Chicago on January 31, 1947. Mr. Youngdahl is Dean of the George Warren Brown School of Social Work, Washington University in St. Louis. He has served as a director of public assistance in Minnesota and during the war was attached to SHAEF as a representative of UNRRA to plan for the care of displaced persons.

I HAVE chosen to discuss the social worker's responsibility as a citizen. A social worker is not only a professional person but a citizen of a local community, of a commonwealth or province, of a nation, and of the world. As a professional person, he has certain duties and responsibilities: to maintain and develop increasingly higher standards of practice; to associate with his professional colleagues for the same purpose; to assume leadership in an effort to meet unmet needs of people by working progressively for new programs leading to a fuller life; to maintain ethical standards consistent with the purposes and functions of the profession; and to practice his art always with the goal in mind—the integrity of the individual human personality in a worthy society. In this profession, as in others, several methods are and may be used, but they all potentially arrive at the same conclusion and strive for the same end-result: independent, self-respecting, self-maintaining, happily adjusted people. Whether it's case work, group work or social welfare organization, it's the individual in his society that always matters.

Social Workers as Citizens

All citizens in a democracy have responsibilities as well as rights. These responsibilities are larger now than in ordinary times as we are in a crisis, and a crisis means danger plus opportunity. The responsibility is therefore two-fold: to avert catastrophe and to seize the opportunity for constructive action.

Being in positions of leadership, professional people have an even greater responsibility. Because of their functions, their training, and the nature of their major problems, social workers as *citizens* have a unique responsibility in this world in which we now live. Their stock in trade is people and their problems; they are trained to make an objective approach; they have broad knowledge of social and economic institutions; and by selection as well as by training and experience, they have no personal axes to grind. They indeed "have learned it wise to get behind words and find out about action."

One of the difficulties is that our interests and functions as professional persons merge with our responsibilities as citizens. This is due in part to the fact that our business is human relations and well-being, which indeed is also the business of government. This often leaves us vulnerable to criticisms such as charges of "politics" when we seek social change, which according to the facts as we know them will reduce misery and enlarge human welfare. Some of the more timid and cautious among us may withdraw into "professional" shells forgetting the important things at stake to people—to our own caseloads, but also to people, everywhere. This is the antithesis of the truly professional. It is pertinent to ask whether a social worker today is truly a professional person who isn't actively and effectively engaged as a citizen. This question may have some implications in connection with the curricula in our schools of social work.

There are various ways of classifying social workers: according to training, functional areas, sex, age, etc. One classification I have in mind cuts across these other groupings and concerns a social worker's participation as a citizen.

There is first the stereotype. He is a myopic type of person who does little if any thinking and whose end is mechanics and techniques. He hardly knows that the world is changing and he therefore doesn't see the danger of losing liberty. He is the type of person whose emphasis on the individual approach to human problems is so great as to preclude a glimpse of the larger and broader problems of human relations. On the other hand, he may be the person who, in administering a mass program, puts all the emphasis on the norm or the typical and fails to see that individuals constitute that mass. He is near-sighted; he doesn't see the broad causes of distress and wants to think and practice under an old economy rather than make any effort to build a new one or to better an existing one. You know him—the stereotype. He is not a bad person as such; he is not a criminal with intent (he is a delinquent by nonfeasance). It isn't so much that he is walking on a treadmill as he is

just along for the ride, and not even the passing scenery makes an impression. He thinks of himself as a professional person, but rarely as a citizen.

Then there is the fence-rider: the shilly-shally person who avoids controversy and who usually is beaten to a jelly. More than anything else he needs mental aspirin. He is afraid of his job and the longer he rides the fence the longer his legs become. He is a second cousin of the stereotype. If the stereotype finds himself on one side of the fence he is there not because it has any meaning or content to him, but because he was born there or placed there and there he stays. The fence-rider, on the other hand, swings merrily to and fro without ever coming down on either side. When in government service the fence-rider justifiably is called a bureaucrat. He spends his time anticipating elections and may even contribute to several opposing political parties. He is a good runner; he runs away from problems and toward victorious candidates. He has no convictions—not because he doesn't see, but because he doesn't dare. The fence-rider not infrequently finds his legs growing so long that often they drag in the mud and become useless with inactivity.

Then we have the propagandist. He is afflicted with astigmatism. Sometimes he is right and sometimes wrong, but often he is dangerous because of his motives. He does some thinking but it is frequently warped because he does not seek the truth. Almost always he believes that the end justifies the means even though the means may be contrary to the end. Compulsion and fear often are his tools and he does not shy away from human purges. He follows "a line" which, when it curves slightly or changes abruptly, often places him in an embarrassingly inconsistent position—but his face rarely reddens at this. He knows what he wants and he goes out to get it regardless of method or means. He believes in free speech only if the person on his side is involved. Almost always he is a "man of one book," blindfolded to some of the realities of the existing scene. You will find this fellow on all sides of the political fence and sometimes even using fascistic methods, overlooking the fact that a fascistic spirit in the name of democracy is even less tenable than fascism itself. There are strange bed-fellows in this group, with many opposing political labels. The danger lies in the fact that deception is an integral part of many of their activities. Their contribution and their frequent purpose is to supply confusion.

Then finally we have the mature liberal. He is the prudent and judicious type who considers all facts and who is willing to admit arguments against his case if they appeal to his logic. He is

utterly fearless because he believes he is right. He is honest and is almost always found on one side of the fence on a given issue, but yet is willing to take a look at the other side. He follows the truth because he knows that the social worker who is not willing to follow the truth wherever it might lead is likely to become one of his own maladjusted clients. He emphasizes the human personality and is not easily led into ethereal or subterranean channels. He uses the tools of science; he is tolerant and liberal. He has enemies of course, and is often caught in the middle, but definitely his is not a middle course. He may at times and often does find himself in the extreme position of a small minority, but because he has no personal axes to grind and because he emphasizes common human need and the human personality he follows the truth even though it sometimes hurts.

It is ungenerous to mention only a few names of the living, but among our departed colleagues Grace Abbott, Jane Addams, Harry Hopkins, Bill Hodson (names that will inspire social workers for generations) and others were not afraid to speak out as citizens. Their courage to speak their convictions and to go boldly to the public with proposals which they thought were in the public interest was a factor in their greatness, in their leadership, and in their accomplishment. The need for such courage, clear thinking, and straight acting is even greater in lean years, when things are not going so well, than at other times.

The name of George Norris stands out in bold relief as one of our great statesmen of this century. And why? Partly because he was a straight thinker, partly because he had unusual ability, partly because of his motivations for the public good, but in no small measure because of his persistent courage over a period of many lean—very lean—years in fighting, in building, and in living for the things which he thought were in the public welfare. And happily George Norris lived to see the day when many of his fondest dreams came true!

The Movement to the Right

We have just had an election in this country and some of our friends and colleagues are frightened over what may happen to social agencies, to social work, to labor, and to underprivileged and needy people. Judging by the statements of a few political leaders there is reason to fear and yet there is so much confusion politically that any forecast is risky. As Howard Brubaker said recently, we now have a Dewey House, a Vandenberg Senate, a Truman administration, and a Roosevelt Supreme Court. It is true that one can hear the "rustling of the vulture's wings" although on the other hand there is evidence to

suggest a basis for hope that in certain areas, such as civil liberties, the prospects are improved.

There are those who fear that budgets, particularly administrative budgets, will be slashed and therefore standards reduced. While that is a possibility and one to be fought, we must remember our own responsibility in maintaining standards. The principal handicap to social work standards now is not primarily lack of administrative funds or even salaries, but rather lack of trained personnel. If we can reduce that gap by turning out more and better social workers, standards are bound to be increased, assuming of course that we have confidence in our product. Unmistakeably, an important share of the responsibility is ours and that of other professional organizations. An antagonistic political and economic situation will bring difficulties in maintaining and developing standards (the condition of public education today is a case in point); but we can do a great deal ourselves in holding the line. Recently, our emphasis has changed from recruiting to selection; never before have we in the schools been faced with as favorable a situation. Despite the deficit in the field—a crisis in some agencies—we must select students properly and train the type of person who will maintain standards and who will interpret them to the public. But are we agreed on what standards? Work must be done on this.

There are those who are concerned about the public attitude toward organized labor and toward the mass of working people. That concern is justified. Our sympathies lie naturally with the masses of people, with the marginal groups, with the underdog; and as citizens we shall fight any effort to destroy the gains made in the last generation. As social workers, however, we have a special responsibility in our teaching and in our various relationships to promote through democratic processes greater understanding and participation by the laboring man and the masses of people in government, in politics, in industry, and in social work itself. For whom do we work? We work not only for agencies, not only for clients; we work also for communities and society.

Politically, while the whole world is going "to the left," we here in the United States are going to the right. Is this temporary or permanent? I think it is temporary. One or two political elections will not change the name of the "Century of the Common Man." I agree with Eduard Lindeman that the "basic historical tendency of our time is definitely leftward."

However, right or left, our position as social workers is clear. *We are not in a dilemma*: now, as before, we approach human problems with the same objectivity and present the needs of people

to the appropriate committees and assemblies clearly and forcefully. And we must present the needs of the people to the people because in a democracy the people are king. To sit back, to let "nature take her course," to compromise our convictions, to let down the people whose servants we are, would be traitorous. And so regardless of political administration or label, we fight on for expanded health programs, for variable grants-in-aid, for new and better facilities to improve the mental health of the people, for more research in the social sciences, for more administrative coordination in welfare, for the assumption of national responsibility for the widespread problems of our people, for an administration of public welfare based on right and decency, for an attitude of responsibility for the needs of people everywhere throughout the world.

Thurman Arnold in his book, "The Folklore of Capitalism," points out that with the rise to power of a new class, new mythologies and new traditional heroes must be built up. He then makes this statement: "Today we can observe the rise to power of a class of engineers, salesmen, minor executives and social workers—all engaged in actually running the country's temporal affairs. Current mythology puts them in the role of servants, not rulers. Social workers are given a subordinate rule. For purposes of governmental policy their humanitarian ideas are positively dangerous, because they put consideration of actual efficiency in the distribution of goods above reverence for the independence and dignity of the business man. It is as if the usurer attempted to sit down at the table in social equality with the medieval baron to whom he was lending money. Nevertheless, it is this great class of employees, working for salaries, which distributes the goods of the world. Traders are still possessed with the symbols of power. The new class, however, has already shown signs of developing a creed of its own and a set of heroes."¹

As a part of this new class, we have a share of the responsibility in facing grave problems throughout the world. There is so much confusion that in the words of one of our contemporaries "one sometimes wonders whether we are listening to the birth cries of a new age or the death cries of our very existence." It is interesting to note that the four major basic problems facing the world are inextricably woven into the warp and woof of social work and are of vital and direct concern to the people in our case loads.

The Issues of 1947

What are these major issues? First, shall we have political democracy or political autocracy? We pride ourselves in this country by talking

¹ Thurman Arnold: *The Folklore of Capitalism* (New Haven: Yale Univ. Press, 1937). pp. 38-39.

about our democracy, and yet in 1944 only 50 per cent of the eligible voters went to the polls. In 1945, 76 per cent voted in Great Britain and in 1946, 80 per cent voted in France. The poll tax of the south is only one blight on our so-called democracy. The lack of citizen interest in government is the fundamental shortcoming.

The second major issue is: Shall we have international organization or shall we have another major war? I just can't see a social worker as an isolationist; our interests transcend political or geographical boundaries. And I can't see the logic of the social worker who claims that he is an internationalist and yet who opposes a widening of responsibility in our own country. The late Justice Cardozo wrote in 1937: "Needs that were narrow or parochial a century ago are now intertwined with the well-being of the nation." The 1947 version of that principle is: "Needs that were national only a few short years ago are now international—or we perish."

The third great basic issue facing people everywhere is civil rights and equal opportunities. This strikes at the basic foundation of social work: the integrity of the human personality. We dare not evade this issue.

Fourthly, a question that concerns us deeply: Shall we have economic democracy or economic autocracy? Shall we plan intelligently and use the findings of research in meeting the economic needs of people, or shall it be "the devil take the hindmost." Shall the emphasis be put on the needs of many, or the ambitions of a few? Shall it be uncontrolled international cartels—and war—again? The statement that it is in our interest to have "a pint of milk on every Hottentot's doorstep" isn't so far-fetched as some have tried to make us believe. At least not far-fetched to those who bear the heaviest burdens of war!

These four basic problems are all interrelated and interdependent and they are the major problems of people today the world over. The future happiness of generations is dependent on their solutions; and social workers, individually and collectively, cannot avoid taking a stand. We must meet the issues squarely and fairly if we are to be honest with ourselves and our profession. For example, the people of the country must choose between a philosophy of freedom enunciated by Paul H. Griffith, National Commander of the American Legion and that defined by Franklin D. Roosevelt. According to an A.P. dispatch, as

printed in a Baltimore newspaper, Mr. Griffith, speaking at a meeting of the N.A.M.'s Congress of American Industry, said: "Let's get away from the fool idea that life offers any free rides or any free lunches. If the individual abandons reliance on himself, he transfers his dependence upon someone else. He cannot do that except by acquiring a master, losing his independence and, in the end, his freedom."

In his message to Congress in January, 1944, Mr. Roosevelt said: "We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence."

Social Workers Must Take a Stand

There are many choices. Where do we stand? I say tonight only this: we must stand up and be counted. Now if ever!

Our profession is dedicated to an optimistic world view; we are undergirded by a positive, life-affirming philosophy. Each of us as an individual and each professional organization should know the ground on which we stand in relation to broad social policy. Each of us then must choose the course of action or the group through which we can exercise our influence. Some social workers are satisfied to be members only of highly specialized professional organizations where there is more protection against the onslaught of political pressures. Such affiliations are highly commendable, but the assumption that by joining a purely professional organization one is carrying out his function as a citizen might be questioned. We need to work through non-social work groups also if we are going to make our influence felt.

We are relatively young as a profession, but we are old enough to know that social work has a place in our society and in our community. We must believe this with conviction and we must accumulate a sense of self-respect even though at times we might be a minority group. We need to build up a mature professional ego, not as narrow self-protection but rather because of our firm conviction in principles and concepts which we believe to be worth something.

Ladies and gentlemen, this is not the time to run away from problems, or to join band wagons. With our feet placed firmly on our principles, this indeed is the time to stand up and be counted.

Supplement to the March 1947 Issue of THE COMPASS

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The American Association of Social Workers
130 East 22nd Street, New York 10, N. Y.

Report of AASW National Nominating Committee

THE National Nominating Committee of AASW held a two day meeting at the national office on January 9 and 10, 1947. In attendance were Marietta Stevenson, Chairman, from Urbana, Illinois, District 4; John F. Hall, Seattle, Washington, District 1; Helen Hanchette, Cleveland, Ohio, District 5; William L. Painter, Richmond, Virginia, District 6; Mary A. Mason, Boston, Mass., District 9. The committee members representing Districts 3, 7 and 8 were absent.

In reviewing the assignment of the National Nominating Committee, the chairman called to the committee's attention changes in the by-laws which were adopted at the 1946 Delegate Conference. These changes provide for a two year term of office for the officers of the Association and a change in the date when the Association's officers assume their responsibilities. On the 1947 slate the office of president, first vice-president and treasurer will be for two year terms; the first vice-president, the second vice-president and the secretary will be elected for one year terms. Other vacancies to be filled for a term of three years are two National Board Members at Large, a National Board Member from Districts 1, 5 and 7, a Nominating Committee member from Districts 4, 6 and 7 and a vacancy on the Nominating Committee from District 2 to be filled for a one year term.

Because the program year of the Association will now begin on July 1, it was necessary to speed up the nomination and election procedures. The following procedure was used this year in building a slate for the national offices. Prior to the meeting of the committee, starting back in August 1946, a bulletin was sent to chapters asking for suggestions of candidates, with a later follow-up to chapters from which suggestions had not been received. The national office compiled the chapter suggestions and national office reference material for use of the committee.

Under the present nominating procedure the major responsibility for suggesting candidates for national office is the task of the chapters. Although as in previous years only about half of the chapters participated in this process, the Nominating Committee was impressed with the recommenda-

tions which had been submitted by the chapters. The thoughtful work that had been done by chapters made the work of the National Nominating Committee less difficult.

In its work of slate building, the Nominating Committee started off by reviewing and discussing criteria to be followed. The information that is most needed regarding potential candidates relates to, (a) AASW activity, (b) professional employment and particular field of employment, and (c) appraisal of the person from the viewpoint of competence and qualification for national office.

All of the names submitted by chapters were first reviewed one by one. The national office devised a master list with all names listed alphabetically, with appropriate information on each suggestion indicated by brief entries; the chapter or chapters suggesting the name, chapter of membership, activities in the AASW, professional field, the positions held by the nominee, and an appraisal by the chapter.

Probably the most time was spent by the committee in going through the many suggestions made and finally arriving at a slate of candidates for each office. The members of the committee worked from the national standpoint in trying to get the best possible list of potential candidates from their own districts and frequently from others. In considering candidates, as in previous years, the committee was impressed with the mobility of social workers and the many changes in position and geographical location.

In choosing the final slate, availability of persons chosen is an important consideration. Alternates are selected for each position who may be called upon if persons first selected decline the candidacy. As soon as candidates are selected for president, the vice-presidents, secretary and treasurer, the chairman of the committee starts clearance by wire and telephone while the committee goes on with selection of candidates for the remaining offices. Some of this clearance must be done after the committee meeting is over, when the value of having alternates selected often-times becomes apparent.

This year the National Nominating Committee decided it would dispense with the selection of

representatives from non-chapter areas to attend the 1947 Delegate Conference. As noted in previous reports of the committee, the method for making such selections is not too satisfactory and since the revised by-laws make it a permissive rather than an obligatory procedure, the committee concluded that it would do nothing about non-chapter representation at the 1947 conference.

The slate for the nomination of officers, Board members and Nominating Committee 1947-48, which appears on the following pages, contains

biographical information furnished by the candidates. The experience listed is limited to the past ten years. Chapter affiliation follows the name of the candidate.

Ballots will be mailed to members of the Association at the address currently on file in the national office. Under our mailing permit ballots will not be forwarded by the Post Office. Therefore, all changes of address should be sent to the national office, 130 East 22nd Street, New York 10, N. Y., as soon as possible.

Nominations for Officers, Board Members and Nominating Committee 1947-48

THE slate presented by the Nominating Committee for this year's election appears below.

Ballots will be mailed to the membership on or about April 15, 1947, after which a 25-day period will be allowed for voting. Some of the nominations are identified with nominative districts set up under the by-laws, but all members of the Association vote for candidates for all of the vacancies.

Petitions for additional nominations will be in order as soon as this issue of THE COMPASS is in the mails. Such petitions must be filed in the national office by April 10 and, according to the by-laws, under the following conditions:

If presented to the Nominating Committee within thirty days after publication of the nominations, additional nominations by petition may be made for any office upon written petition of 25 members of the Association; except that petitions nominating district nominees must be made by members from that district.

Following are the rules for the 1947 election of Officers, Board Members and National Nominating Committee.

Rules of Election

1. The proxy form enclosed with the ballot *must* be signed by the member and returned with the ballot, or the ballot will be invalidated.
2. Both name and address of voting member must be written plainly on the envelope in which the ballot and proxy form are returned or the ballot will be invalidated.

3. Any writing on the ballot except the voting marks invalidates the ballot.
4. To be included in the count, ballots and proxy forms must be postmarked not later than midnight twenty-five days after being mailed from the national office.
5. Votes may not be cast for persons whose names are not included on the printed ballot.
6. No more than one ballot and proxy form may be returned in one envelope.
7. Vote for no more than the number of candidates to be elected as noted in each section of the ballot. Voting for more than the number to be elected invalidates that section of the ballot.
8. Ballots once cast may not be returned to the sender. Ballots lost or damaged after receipt by member may not be replaced.
9. Address all communications concerning the election to Committee on Elections, at the national office.

The members of the Committee on Elections for the 1947 elections are: Chairman, Dorothy Stabler and Mrs. Helen L. Welch from New York City.

The results of the tabulation of election returns, together with proxy forms will form the basis for the election of Officers, Board Members and Nominating Committee at the corporation meeting of the Association which will be held on May 23, 1947. The election therefore will be announced immediately after the corporation meeting.

Officers

(One to be elected for each office)

PRESIDENT—2 year term

Donald S. Howard, New York City

A.B., Otterbein College, 1925; M.A., University of Denver, 1931; Ph.D., School of Social Service Administration, University of Chicago, 1941.

Member, American Public Welfare Association.

Denver Chapter: Chapter Chairman, 1935-36. New York City Chapter: Executive Committee, 1938-43; Chairman, Committee on Policies and Procedures, 1938-39; Committee on Relief Investigation, 1939-40; Committee on Social Aspects of National Defense; Advisory Committee on Chapter Programs and Committee on National Organization, 1941-42; Vice-Chairman, Committee on Wartime Problems, 1942-43; Committee on International Social Welfare Programs, 1946-47. National: National Board, 1940-42. Executive Committee, 1940-41; Committee on Government and Social Work, 1940-42; Committee on Organization and Planning of Social Services, 1942-44; National Nominating Committee, 1943-44-45; Chairman, Committee on Public Social Policies, 1946-; Committee on International Organization for Social Work, 1946-.

Director, WPA Area Statistical Office, Denver; Instructor, Department of Social Work, Denver University, 1934-36; Research Assistant, Charity Organization Department, Russell Sage Foundation, New York, 1936-46; Director, Department of Social Work Administration, Russell Sage Foundation, 1946-; Director, Studies Branch, Welfare Division, UNRRA, 1944-45; Deputy Director, UNRRA China Office, 1945-46; Lecturer, New York School of Social Work.

Alton A. Linford, Chicago

A.B., University of Wyoming, 1934; M.A., School of Social Service Administration, University of Chicago, 1938; Courses, Graduate School of Public Administration, Harvard University, 1941-44.

Member, American Public Welfare Association.

Boston Chapter: Executive Committee and Chairman various committees, 1940-45. Chicago Chapter: Executive Committee, 1946-47; Chairman, Citizens' Committee to Extend Medical Care (representing Chicago Chapter AASW). National: Chairman, Committee on Organization and Planning of the Social Services, 1943-44; Chairman, National Membership Committee, 1945-46; Third Vice-President, 1945-46; First Vice-President, 1946-47.

Field Representative, Wyoming ERA and State Dept. of Public Welfare, 1935-37; Assistant and Associate Professor, Simmons College School of Social Work, Boston, 1939-45; Assistant Professor, Social Service Administration, University of Chicago, 1945-.

FIRST VICE-PRESIDENT—2 year term

Frank Z. Glick, Lincoln, Neb.

Ph.D. University of Chicago, 1939.

Member, American Public Welfare Association.

Nebraska Chapter: Chairman, Plains States Regional Conference, 1941. National: National Nominating Committee, 1944-45-46.

Director and Professor of Public Welfare Administration, University of Nebraska, Graduate School of Social Work, 1939-.

Nathan Sloate, Sacramento

A.B., University of California, 1933; M.S., University of Southern California, 1939.

Los Angeles Chapter: Executive Committee, 1938-39; Chairman, Bulletin Committee, 1938-39. Sacramento Chapter: Chapter Chairman, 1943-45; Committee on Government and Social Work, 1939-40; Chairman, Committee on Interpretation, 1940-41; Delegate to California Council, 1942-46; Chairman, California Council, 1944-46; Chairman, Council Legislative Committee, 1946-.

Executive Secretary, Jewish Committee for Personal Service, Southern California, 1935-1939.

Supervisor of Extramural Care, State of California Department of Mental Hygiene, 1939-.

SECOND VICE-PRESIDENT—1 year term

Robert W. Beasley, Chicago

A.B., State College of Washington, 1930; M.A., School of Social Service Administration, University of Chicago, 1933.

Member, American Public Welfare Association.

Denver Chapter, San Francisco Chapter and Hawaii Chapters: Committee and other service. National: Executive Committee 1938-40; occasional committee service; Committee on Public Social Policies, 1946-.

Regional Public Assistance Representative, Social Security Board, Denver, Colo., 1936-39; Regional Public Assistance Representative, Social Security Board, San Francisco, 1939-41; Territorial Director, Social Security Board, Honolulu, Hawaii, 1941-45; Regional Director, Social Security Administration, Chicago, 1945-.

Arthur H. Kruse, Akron

A.B., Akron University, 1930; M.A., Syracuse University, 1932; M.Sc., School of Applied Social Sciences, Western Reserve University.

Member, American Public Welfare Association.

President, Ohio Council AASW, 1939-41. Cleveland Chapter: Co-chairman, Public Assistance Committee, 1941-43. Akron Chapter: Chairman, Social Work Recruiting Committee, 1944; Chairman, Legislative Committee, 1945-46. National: Second Vice-President, 1946-47.

District Employment Director, WPA, Ohio, 1935-37; Executive Secretary, Summit County Bureau of Public Assistance, 1937-41; Assistant Professor of Public Welfare, School of Applied Social Sciences, Western Reserve University, 1941-44; Executive Secretary, Council of Social Agencies of Summit County, 1944-.

THIRD VICE-PRESIDENT—1 year term

Louise M. Clevenger, Twin City

B.S., Indiana University.

Member, American Association of Group Workers.

Twin City Chapter: Chapter Chairman, 1935-36; Delegate to Delegate Conference, 1936 and 1938. National: Third Vice-President, 1946-47.

Secretary, Council of Social Agencies, St. Paul Community Chest and Council, 1927-45; Lecturer, School of Social Work, University of Minnesota, 1938-40; Social Work Consultant, St. Paul Community Chest and Council, 1945-.

Harriet L. Tynes, North Carolina

A.B., Goucher College; M.A., School of Social Service Administration, University of Chicago, 1932.

Richmond Chapter: Chairman, Membership Committee, 1936-38. North Carolina Chapter: Chairman, Charlotte Group, 1941-42; Chairman, Greensboro Group, 1944-45.

Director, Child Welfare Services, State Department of Public Welfare of Virginia, 1936-38; Assistant Director Public Assistance, State Department of Public Welfare of Virginia, 1938-41; Professor of Sociology, Queens College, Charlotte, 1941-43; Director War Housing Centers, Hampton Roads Area, Virginia, 1943-44; Executive Secretary, Children's Home Society of North Carolina, 1944-.

SECRETARY—1 year term

Daphne Hughes, New Jersey

B.A., University of Oregon, 1931; Two year Professional Certificate in Community Organization and Group Work, 1937; Two year Professional Certificate in Social Case Work, 1939; Candidate for Ph.D., Bryn Mawr College.

Member, American Association of Group Workers.

New Jersey Chapter: Membership Committee, 1942-45; Executive Committee, 1944; Chapter Chairman, 1945-47. National: National Membership Committee, 1943-45.

Research Assistant, Carola Woerishoffer Department of Social Economy, Bryn Mawr College; Case Worker, Youth Consultation Service of the Episcopal Church, Diocese of Newark, N. J., 1939-42; Executive Secretary, Youth Consultation Service of the Episcopal Church, Diocese of Newark, 1943-.

Jean Kallenberg, New York City

A.B., Oberlin College, 1923; Degree, New York School of Social Work, 1931.

New York City Chapter: Committee on Non-Professional Courses, 1939-40; Committee on Civil Service, 1940-41; Nominating Committee, 1940-42; Committee on Public Social Work Personnel, 1941-42; Chairman, Nominating Committee, 1942-43; Chairman, Division on Government and Social Work, 1942-44; Member at Large, Executive Committee, 1943-46; Committee on Assistance and Work Programs, 1945-.

National: Secretary, 1946-47.

Case worker, Community Service Society, New York City; Personnel Division, Department of Welfare, New York City; Executive Secretary, Family Service Association, Cedarhurst, Long Island; Public Assistance Analyst, Assistant Regional Representative, Bureau of Public Assistance, Social Security Administration; Administrative Assistant to Director of Home Service, North Atlantic Area, American Red Cross; Director of Information Service, Family Service Association of America, present position.

TREASURER—2 year term

C. F. McNeil, Westchester County

A.B., Ohio State University; Three Quarters Graduate Study, School of Social Administration, Ohio State University.

Nebraska Chapter: Executive Committee; Chairman, Program Committee; Delegate to Delegate Conference.

Director, Omaha Community Chest and Executive Secretary, Community Welfare Council of Omaha, 1936-44; Director of Personnel, Community Chests and Councils, Inc., New York City, 1944-.

Malcolm S. Nichols, Boston

A.B., Western Reserve University, 1913.

Member, American Public Welfare Association.

Boston Chapter: Chapter Chairman, 1936-39; Chairman, Division on Government and Social Work, 1934-36; Chairman, Legislative Committee, 1940-42; Chairman, Massachusetts State Council, 1938-41. National: National Board, 1936-39; Executive Committee, 1937-38; Budget Committee, 1939-40.

General Secretary, Family Society of Boston, 1930-.

National Board Members

Nominated at Large

(Two to be elected for 3 year terms)

Nelson C. Jackson, Georgia

A.B., Morehouse College, 1928; Diploma, Atlanta University School of Social Work, 1929; M.S.W., University of Michigan, 1939; Work on Ph.D., School of Social Service Administration, University of Chicago, 1941-43.

New Jersey Chapter: Executive Committee, 1935. Georgia Chapter: Membership Committee, 1936; Executive Committee, 1940-43 and 1946-.

Faculty, Atlanta University School of Social Work, 1936-43; Social Protection Representative, Federal Security Agency Region VII, 1943-45; Faculty, Atlanta University School of Social Work, 1945-46; Field Director, National Urban League, 1946-.

Mrs. Savilla Millis Simons, Washington, D. C.

Ph.B., University of Chicago, 1924; M.A., School of Social Service Administration, University of Chicago, 1926.

Member, American Public Welfare Association.

Chicago Chapter: Secretary, 1934-35; Legislative Committee, 1935-37; Executive Committee, 1936-37; Chairman, 1938-40. Washington, D. C. Chapter: Various committees; Executive Committee, 1944-47. National: Secretary, 1939-40; Committee on Government and Social Work, 1940-42; Chairman, Committee on International Organization for Social Work, 1946-.

Director, Douglas Smith Fund, 1932-40; Specialist, U. S. Children's Bureau, 1940-43; Chief, Division of Assistance Analysis, Bureau of Public Assistance, Social Security Board, 1943-46; Chief, Division of International Relations, Office of Interagency and International Relations, Federal Security Agency, 1946-.

Harleigh B. Trecker, Los Angeles County

B.S., George Williams College, 1934; M.A., School of Social Service Administration, University of Chicago, 1938.

Member, American Association of Group Workers.

Chicago Chapter: Membership Committee, 1940-41. Los Angeles Chapter: Committee on Social Services in Wartime, 1942-43; Program Committee, 1943-44; Second Vice-Chairman, 1943-44; First Vice-Chairman, 1944-45; Chapter Chairman, 1945-46.

Director, Chicago Leisure Time Service, 1934-38; Instructor, George Williams College, Chicago, 1938-41; Associate Professor, Graduate School of Social Work, University of Southern California, Los Angeles, 1941-.

Ivy Barbara Van Etten, Denver

Completed 3 year course, Commonwealth College, Mena, Ark., 1926; Diploma, New York School of Social Work, 1939.

Member, American Association of Group Workers.

Denver Chapter: Vice-Chairman, 1946-47.

Industrial Secretary, YWCA, Brooklyn, N. Y., 1936-38; Industrial and Business Secretary, YWCA, Lima, Ohio, 1940; Industrial Secretary, YWCA, Pittsburgh, Pa., 1940-44; Director, Lincoln Park Community Center, Denver, 1944-.

Faculty, (part time) School of Social Work, Denver University.

Nominated by districts. Elected by total vote, one from each district, to serve for 3 year terms

Nominative District 1

Lorne W. Bell, Los Angeles County

B.A., University of Southern California, 1930; M.A., Graduate School of Social Work, University of Southern California, 1931.

Member, American Association of Group Workers; American Public Welfare Association.

Los Angeles Chapter: Former member Executive Committee. Hawaii Chapter: Former Chapter Chairman.

Executive, Downtown YMCA, Los Angeles, 1936-40; State Health Administrator, National Youth Association, 1941; Field Supervisor, Pacific Region USO-YMCA Industrial Services, December 1941-September 1942; Assistant Project Director, War Relocation Authority, Topaz, Utah, September 1942-November 1943; Associate General Secretary, YMCA, Honolulu, Hawaii, 1944-46; Associate Area Secretary, Pacific Southwest Area Council of YMCA, 1946-.

Ernest F. Witte, California East Bay

A.B., University of Nebraska, 1925; M.A., University of Nebraska, 1926; Ph.D., University of Chicago.

Nebraska Chapter: Chapter Chairman for two terms; Committee on Government and Social Work; Delegate to Regional Conference. Washington State Chapter: Program Committee; Committee on Professional Education; Executive Committee; Delegate to Delegate Conference (two years); Alternate Delegate (one year). California East Bay Chapter: Executive Committee 1946-; Committee on Public Social Policy; Delegate to 1947 Delegate Conference.

State Administrator, Nebraska ERA and Regional Representative, Bureau of Public Assistance, 1935-37; Professor and Director, Graduate School of Social Work, University of Nebraska, 1937-39; Professor of Social Work and Director of Graduate School of Social Work, University of Washington, 1939-43; Chief, Public Welfare Section, Allied Military Government in Occupied Territory (North Africa, Sicily, Italy) 1943-44; Chief, Displaced Persons, Refugees and Welfare Division, Supreme Hdqts., Mission to France, 1944-45; Chief, Public Welfare Section, Office of Military Government for Germany, 1945-46; Chief of Social Service, Branch 12, Veterans Administration, (including California, Nevada, Arizona and Hawaii), 1946-.

Nominative District 5

W. T. McCullough, Cleveland

B.S., Wooster College, 1929; M.S.S.A., School of Applied Social Science, Western Reserve University, 1933.

Cleveland Chapter: Committee on Personnel Practices, 1945-46. National: National Committee on Personnel Practices, 1945-46.

Headworker, Alta Social Settlement, Cleveland, 1933-38; Tremont Area Field Worker, Group Work Council Secretary, Research Secretary, Welfare Federation, Cleveland, 1938-.

Evangeline Sheibley, Dayton, Ohio

A.B., Marygrove College, 1929; M.A., Catholic University of America, 1930; M.S.S.A., School of Applied Social Sciences, Western Reserve University, 1943.

Detroit Chapter: Secretary, 1936-37; Delegate to 1939 Delegate Conference; Chairman, Personnel

Committee, 1942-43; Chairman, Social Work Practices Committee, 1943-44; Member at Large, Executive Committee, 1944-45; Membership Committee, Personnel Committee and Research Committee during years 1935 to 1942.

Dayton Chapter: Chairman, Program Committee, 1945-46; Chapter Vice-Chairman, 1946-47; Program Committee, 1946-47; Membership Committee and Recruitment Committee, 1946-47.

Social Service Director, Eloise Hospital and Consultation Center (now known as Wayne County General Hospital and Consultation Center), Detroit, 1936-45; Executive Director, Family Service of Montgomery County, Dayton, Ohio, 1945-.

Nominative District 7

Dorothy Hankins, Philadelphia

A.B., Lynchburg College, 1925; Degree, Pennsylvania School of Social Work, 1937.

Member, American Association of Psychiatric Social Workers.

Philadelphia Chapter: Served on many chapter committees for several years; has been Chapter Chairman; Chapter Secretary; Chairman of Division on Personnel Practices; Chairman, Division on Government and Social Work 1946-; Twice member of Executive Council and Delegate to Delegate Conference. National: Chairman, Committee on Personnel Practices, 1940-41.

Case worker and Supervisor, Child Guidance Clinic, Philadelphia, 1931-.

Emil M. Sunley, West Virginia

A.B., Kansas University, 1927; M.A., University of Iowa, 1934; Ph.D., School of Social Service Administration, University of Chicago, 1938.

Member, American Public Welfare Association.

Iowa Chapter: Chapter Chairman, 1934-35. West Virginia Chapter: Vice-Chairman, 1944-; Chairman, Recruiting Committee, 1944-; Delegate to Delegate Conference, 1941.

Acting Director, The Graduate Division of Social Administration, University of Louisville, 1936-37; Professor of Public Welfare. Sociology Department, West Virginia University, Morgantown, 1938; Head of Department of Social Work, West Virginia University, 1939-; Member, West Virginia Merit System Council, Charleston, 1943-; Member, West Virginia State Planning Board, Charleston, 1941-.

Nominating Committee Members

(One to be elected from each district for 3 year terms)

Nominative District 4

Mrs. Florence I. Hosch, Chicago

M.A., School of Social Service Administration, University of Chicago, 1940.

Member, American Association of Medical Social Workers; American Public Welfare Association.

Chicago Chapter: Chairman, Chicago Delegation, Delegate Conference, 1941; Delegate, Delegate Conference various times; Committee on Recruitment; Committee on Social Services During and After the War, 1942-43; Executive Committee 1942-43; Chairman, Government and Social Welfare Committee, 1940-42; Executive Committee, 1944-45. National: Chairman, Personnel Practices Committee, 1944-46.

Executive Secretary, Illinois Board of Public Welfare Commissioners, 1941-43; Social Security Agency, New York City, 1943; Executive Secretary, Illinois Board of Public Welfare Commissioners, 1944-45; Associate Professor, Social Welfare Administration, University of Illinois, 1944-.

Mary Houk, Indianapolis

A.B., University of Missouri, 1922; M.A., School of Social Service Administration, University of Chicago, 1939.

Member, American Public Welfare Association.

Indianapolis Chapter: Executive Committee, 1946-; Recruitment Committee 1945-.

Administrative Assistant, Oklahoma Department of Public Welfare, 1936; Instructor, School of Social Service Administration, University of Chicago, 1939-43; Regional Representative, National Travelers Aid Association, 1943-45; Associate Professor, Division of Social Service, Indiana University, 1945-.

Nominative District 6

Leah James, East Tennessee

A.B., College of William and Mary, 1926; M.S., Richmond School of Social Work, Richmond Chapter: Chairman, Program Committee, 1936-37. North Carolina Chapter: Member various chapter committees, Government and Social Work; Revision of Constitution; Chairman, Nominating Committee; Chairman, Raleigh Group; Chapter Chairman, 1944. East Tennessee Chapter: Chapter Chairman, 1945-.

Executive Secretary, Family Service Society, Raleigh, N. C., 1937-44; Executive Secretary, Family Service Agency, Chattanooga, Tenn., 1944-.

Olive M. Stone, Washington, D. C.

A.B., Huntingdon College, 1918; M.A., School of Social Service Administration, University of Chicago, 1929; Ph.D., University of North Carolina, 1939.

Member, American Public Welfare Association.

Richmond Chapter: Committee on Government and Social Work, 1939-40; Executive Committee, 1941-42. Washington, D. C. Chapter: Executive Committee, 1945-46-47; Chairman, Committee on Federal Legislation, 1945-46; Chapter Vice-Chairman, 1946. National: Committee on Public Social Policies, 1945-46-47.

Professor of Sociology and Social Work, College of William and Mary, Richmond, 1936-42; Professor of Sociology and Social Work, University System of Georgia (Women's College), Valdosta, 1942-44; Technical Consultant, State Advisory Service, Social Security Administration, Federal Security Agency, Washington, D. C., 1944-46; Training Consultant Bureau of Public Assistance, Social Security Administration, 1946-.

Nominative District 7

Harry Serotkin, Pittsburgh

A.B., Oberlin College, 1930; M.S., School of Applied Social Sciences, Western Reserve University, 1932.

Pittsburgh Chapter: Vice-Chairman, 1940-41; Acting Chairman, 1941.

Supervisor of Group Work, Kingsley House, Pittsburgh, 1935-36; Director, Soho Community House, Pittsburgh, 1936-40; Secretary, Group Work Division, Federation of Social Agencies, Pittsburgh, 1940-.

Lecturer in Group Work, Department of Social Work, Carnegie Institute of Technology, 1938, 1939, 1945 and 1946.

Mildred Sweet, Towanda, Pa.

Mansfield State Teachers College; Certificate, Pennsylvania School of Social Work, 1930.

Member, American Public Welfare Association.

Pennsylvania Division: Executive Committee, 1939-43; Pennsylvania Division, Delegate to Delegate Conference, 1937.

County Secretary, Children's Aid Society, Towanda, Pa.; Executive Director, Bradford County Board of Assistance, 1937-.

Nominative District 2

(One to be elected for 1 year term)
to fill unexpired term

Myron Falk, Louisiana

A.B., Tulane University, 1931; Tulane University School of Social Work (one year) 1932.

Member, American Public Welfare Association.

New Orleans Chapter: Treasurer, 1937; Executive Committee, 1937; Chairman, Committee on Government and Social Work, 1938. Louisiana Chapter: Chairman, Finance Committee, 1939; Alternate Delegate, Louisiana Legislative Council, 1944; Legislative Advisory Committee, 1944; Chairman, Committee on Government and Social Work, 1945; Executive Committee, 1945-46. Baton Rouge Branch: Branch Chairman, 1940; Chairman, Committee on Government and Social Work, 1944; Chairman, Program Committee, 1945; Branch Chairman, 1946. National: Committee on Public Social Policies, 1947.

Field Representative, Assistant to Deputy Commissioner, Social Economist, Technical Assistant, Louisiana State Department of Public Welfare, 1937-41; Executive Secretary, Louisiana State Council to Co-ordinate Health, Welfare and Recreation Activities, 1941-42; Executive Assistant, Louisiana State Civilian Defense Council, May 1942 to Nov. 1942; Chief, Defense Council Division, Director, Civilian War Services, U. S. Office of Civilian Defense, Eighth Region, Nov. 1942 to May 1944; Executive Director, Baton Rouge Community Chest and Council of Social Agencies, May 1944 to present; Visiting Lecturer, Louisiana State University School of Social Welfare, Feb. 1945-.

Frieda Romalis, St. Louis

Ph.B., University of Chicago, 1919; courses, School of Social Service Administration, University of Chicago and George Warren Brown School of Social Work, Washington University.

Member, American Public Welfare Association.

Chicago Chapter: Executive Committee and special assignments. St. Louis Chapter: Chairman, Employment Practices Committee, 1935-38; Personnel Practices Committee, 1943; Chairman, Committee on By-laws, 1940-41; Committee on Government and Social Work, 1942; Executive Committee, 1944-45; Membership Committee, 1936; Committee on Professional Social Work and the War, 1943; Chapter Chairman, 1945-47. National: Committee on Employment Practices, 1935-38; Chairman, Committee on Employment Practices, 1939-40; Committee on Employment Practices Inquiries, 1946-47.

Case worker, District Supervisor, Jewish Social Service Bureau, Chicago, 1922-34; Executive Director, Jewish Family Service Agency, St. Louis, 1935-.